



GCE

History A

**Y313/01: Thematic study and historical interpretations: The
ascendency of France 1610-1715**

A Level

Mark Scheme for June 2024

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:
- there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Unclear
	View

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Annotation	Meaning
S	Synthesis
E	Continuity/Change

Question			Answer	Mark	Guidance
1			Evaluate the Interpretations in both of the two passages. Explain which you think is more convincing as an explanation of the impact of Versailles. In locating the Interpretations within the wider historical debate, answers might suggest that Interpretation A argues that Versailles became important in the administration of France but with Louis ever more important • In evaluating Interpretation A, answers might argue that the interpretation is correct as Louis was seen as the Sun King who could not be criticized • Answers might argue that court ritual dominated life and therefore administration did ossify • Answers might argue that Louis did take his responsibilities seriously • Answers might argue that Versailles was more than the home of the king, court and government but was also part of a public relations campaign to impress • Answers might argue that Versailles was important as the centre of absolutism • Answers might argue that Versailles settled a peripatetic court In locating the Interpretations within the wider historical debate, answers might suggest that	30	The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u> The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set. • No set answer is expected. • At Level 5 and above answers will evaluate both interpretations, locating them within the wider historical debate about the issue and using their own knowledge, and reach a balanced judgement as to which they consider the most convincing about the issue in the question. • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the interpretations, in line with descriptions in the levels mark scheme.

Question			Answer	Mark	Guidance
			Interpretation B argues that Versailles represents all that was wrong with French society • In evaluating Interpretation B, answers might argue that the nobility wanted to be in Paris and the royal palace of the Louvre had been rebuilt • Answers might argue Versailles did fulfil Louis' role as the 'Sun King' with the architecture, statues and art • Answers might argue most of the country was ignorant as 70% of those getting married could not sign their names • Answers might argue Versailles represented the élite culture designed to impress the nobility who tried to imitate Louis • Answers might argue bishops did take their responsibilities seriously • Answers might argue that although the cost was considerable, the building was part of a campaign with a political purpose, to show the power and threat of France		

Question			Answer	Mark	Guidance
2*			‘Noble privileges were the greatest limiting factor to the development of absolutism in the period from 1610 to 1715.’ How far do you agree? Answers might consider some of the following themes: noble power and privilege, provincial administration, officials, taxation, role of ministers In supporting the hypothesis in the question, • It might be argued that the monarchy had been challenged by overmighty nobles during minorities and under both rulers • Answers might consider noble exemption from taxation, notably the <i>taille</i> • Answers might consider noble rights to certain civic, military and religious positions • Answers might consider the legal privileges of the nobility • Answers might consider the right of dueling • Answers might consider the right to possess a <i>seigneurie</i> In challenging the hypothesis in the question, • Answers might consider the influence of individual ministers, particularly Richelieu, Mazarin and Colbert • Answers might consider the power of the monarchy during minorities	25	The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed. <u>Neither significance nor relative importance are attributed to the features listed.</u> The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set. • No set answer is expected • At higher levels answers might establish criteria against which to judge the validity of the interpretation • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation. It should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

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Question			Answer	Mark	Guidance
			• Answers might consider the financial problems of the king • Answers might consider the position of Huguenots, particularly in the first part of the reign • Answers might consider the difficulty of enforcing edicts in the countryside • Answers might consider the legal position of the king		

Question			Answer	Mark	Guidance
3*			‘Noble and court unrest was a serious threat to the French monarchy in the period from 1610 to 1715.’ How far do you agree? Answers might consider some of the following themes: political threat, nature of unrest, numbers involved, support In supporting the hypothesis in the question, • It might be argued that the Fronde was a serious threat as it had revolutionary aims • Answers might consider that state policy antagonized all groups and therefore the nobles might get cross-class support • Answers might consider that Richelieu failed to win noble support and therefore the Fronde was a threat • Answers might consider the seriousness of the Chalais conspiracy • Answers might consider the seriousness of the Bourbon plot as he was able to defeat royal forces at La Marfée in 1641. In challenging the hypothesis in the question, • It might be argued that plots were often by isolated or disgruntled nobles • Answers might consider the Fronde of the nobility lacked a coherent aim and had poor leadership	25	The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed. <u>Neither significance nor relative importance are attributed to the features listed.</u> The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set. • No set answer is expected • At higher levels answers might establish criteria against which to judge the validity of the interpretation. • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation. It should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

Question			Answer	Mark	Guidance
			• Answers might consider that Richelieu had reduced the power of the nobility, particularly over duelling • Answers might consider that opposition was aimed at ministers, particularly Richelieu and Mazarin, rather than the monarchy • Answers might consider that the threat of Cinq Mars was not serious • Answers might consider that the Day of the Dupes was easily crushed • Answers might consider how Louis XIV tamed the nobility		
4*			‘The Treaty of the Pyrenees was the most important turning point in the development of France as an international power in the period from 1610 to 1715.’ How far do you agree? Answers might consider some of the following themes: territorially, militarily, balance of power, security, financially In supporting the hypothesis in the question, • It might be argued that at the 1659 Treaty of the Pyrenees France fared better territorially than in other treaties, acquiring lands in Luxemburg, Artois, as well as towns in the Spanish Netherlands • It might be argued Spain was forced to hand over Roussillon	25	The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed. <u>Neither significance nor relative importance are attributed to the features listed.</u> The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set. • No set answer is expected • At higher levels answers might establish criteria against which to judge the validity of the interpretation. • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation. It should only be credited where it is used as the

Question			Answer	Mark	Guidance
			• It might be argued the treaty ended Habsburg imperialism • It might be argued the treaty ended the possibility of Spain encircling France • It might be argued the marriage of Louis to the daughter of the King of Spain would have a large influence on European history, leading to the War of Spanish Succession • Answers might consider the Treaty of the Pyrenees was not humiliating and therefore ended the conflict with Spain which could be traced back to the sixteenth century In challenging the hypothesis in the question, • Answers might consider that the gains made at Westphalia secured French power, • Answers might consider 1668 more important because of the gains in the Spanish Netherlands • Answers might consider 1678 as it gave France a valuable border buttress • Answers might consider 1684 as it united other states against France • Answers might consider Westphalia was a more significant turning point as it gave France a claim to the Spanish throne, long-term domination over Spain who had been their rivals • Answers might consider that France, along with Sweden, was declared a guarantor of Westphalia, which gave France the right of interference in the affairs of the Empire • It might be argued that France became more powerful in 1648, given its territorial gains made		basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

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Question			Answer	Mark	Guidance
			there, which secured its border west of the Rhine • Answers might consider that the independence of the United Provinces granted in 1648 marked a blow to the power and prestige of Spain, again to the benefit of France • Answers might consider the impact of the Peace of Utrecht on France and the extent to which it limited its power		

APPENDIX 1 – this contains a generic mark scheme grid

	<i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	Generic mark scheme for Section A, Question 1: Interpretation [30]
Level 6 26–30 marks	The answer has a very good focus on the question throughout. It has thorough and sustained evaluation of the interpretations, using detailed and accurate knowledge of the historical context and the wider historical debate around the issue, in order to produce a convincing and supported analysis of them in relation to the question.
Level 5 21–25 marks	The answer has a good focus on the question throughout. It has good evaluation of the interpretations, using relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce a supported analysis of them in relation to the question.
Level 4 16–20 marks	The answer is mostly focused on the question. It has evaluation of the interpretations based on generally relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce an analysis of them in relation to the question.
Level 3 11–15 marks	The answer is partially focused on the question. It has partial evaluation of the interpretations based on some knowledge of the historical context and the wider historical debate around the issue. There may be some use of information from one of the two interpretations to support the evaluation of the other, but the evaluation will not rely on this. There is a limited analysis of the interpretations in relation to the question.
Level 2 6–10 marks	The answer has a limited focus on the question. Parts of the answer are just description of the interpretations, with evaluation in relation to historical context and the wider historical debate around the issue being weak, and evaluation relying heavily on information drawn from the other interpretation. There is a very limited analysis of the interpretations in relation to the question.
Level 1 1–5 marks	The answer has some relevance to the topic, but not the specific question. The answer consists mostly of description of the interpretations with very limited evaluation based on very generalised knowledge of historical context and minimal or no reference to the wider historical debate. Analysis of the interpretations in relation to the question is either in the form of assertion or lacking.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]
Level 6 21–25 marks	The answer has a very good focus on the question. Detailed and accurate knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a fully developed synthesis supporting a convincing and substantiated judgement. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
Level 5 17–20 marks	The answer has a good focus on the question. Generally accurate and detailed knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a developed synthesis supporting a substantiated judgement. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
Level 4 13–16 marks	The answer is mostly focused on the question. Relevant knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a synthesis supporting a reasonable judgement. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
Level 3 9–12 marks	The answer has a partial focus on the question. Some relevant knowledge and understanding is used to analyse and explain key features of the period studied in order to attempt an undeveloped synthesis, which is linked to a judgement, though the supporting explanation may lack detail and clarity. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Level 2 5–8 marks	The answer has only a limited focus on the question. Limited relevant knowledge and understanding is used to give a limited explanation and analysis of key features of the period studied. There is a judgement but this may not be clearly linked with the supporting explanation. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
Level 1 1–4 marks	The answer has a limited focus on the topic, but not the specific question. The answer is largely descriptive, with only very generalised knowledge of the period studied being used to attempt basic explanation and very limited analysis. Judgements are unsupported and are not linked to analysis. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	The answer contains no relevant information.

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