

GCE

History A

**Unit : Y310/01 The Development of the Nation State: France
1498 - 1610**

Advanced GCE

Mark Scheme for June 2018

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

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

Here are the subject specific instructions for this question paper

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix.

Question	Answer/Indicative content	Mark	Guidance
1	<p>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of the impact of the Edict of Nantes of 1598.</p> <ul style="list-style-type: none"> • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation A argues that the Edict had a limited impact on the position of the Huguenots. • In evaluating Interpretation A, answers might argue that the position and privileges of the Huguenots depended upon the King. • Answers might argue that Interpretation A is valid because their position would be changed by both Louis XIII and Louis XIV. • Answers might argue that Interpretation A is valid as substantial restrictions applied to public worship. • Answers might argue that interpretation A is valid because they were not allowed to set up their own courts and had to prosecute cases before royal justices. • Answers might argue that Interpretation A is invalid because they were allowed to worship freely on the estates of Huguenot noblemen. • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B argues that the Edict did not heal divisions and created further unrest. • In evaluating Interpretation B, answers might argue that within ten years of Henry's death the Huguenots were in revolt. • Answers might argue that Interpretation B is valid as the Huguenots were allowed to have liberty of conscience. 	30	<ul style="list-style-type: none"> • 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/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> • Answers might argue that Interpretation B is valid because the Huguenots were allowed garrisons. • Answers might argue that Interpretation B is valid as some towns, such as Toulouse were not impartial in their treatment of Huguenots. • Answers might argue that Interpretation B is valid because Henry promoted Huguenots to positions of power. 		
2	<p>How far do you agree that Henry II was the most powerful French monarch in the period from 1498 to 1610?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that he was able to continue and develop the process of centralization of the monarchy. • Answers might consider that he enforced royal authority at the expense of the provinces. • Answers might consider that he suppressed Protestantism effectively. • Answers might consider the control that Henry exercised over the nobility and their occupation by war. • Answers might consider that his personality and strength of character made him the most powerful, particularly compared with later monarchs. • In challenging the hypothesis in the question, it might be argued that the cost of the wars against the Habsburgs weakened the monarchy. • Answers might consider that he did not prevent the spread of Calvinism, which would later weaken the monarchy. • Answers might consider that Henry IV was more 	25	<ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge • 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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	<p>powerful as he was able to restore order and resolve the religious question.</p> <ul style="list-style-type: none"> • Answers might consider that Louis XII and Francis I were stronger, they united and began to centralize the state. • Answers might consider whether Henry II was able to contain the power of the nobility. 		
3	<p>'Throughout the period from 1498 to 1610 royal control of the provinces was limited.' How far do you agree?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that provincial nobility had considerable power, as seen during the Wars of Religion. • Answers might consider the establishment of a 'state within a state' during the Wars of Religion. • Answers might consider that the Parlements considered they should uphold provincial rights and privileges. • Answers might consider the role of representative estates in the pays d'etats. • Answers might consider that provinces defended their customs and traditions and that it was difficult to erode local privileges as the failed pancarte shows. • In challenging the hypothesis in the question, it might be argued that the creation of new officers, such as gens de finances did much to centralize control. • Answers might consider that at the start and end of the period kings did increase their control over the provinces. • Answers might consider that the king could close 	25	<ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge • 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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	<p>down Parlements and cancelled some decrees.</p> <ul style="list-style-type: none"> • Answers might consider that the king could raise taxes without the permission of the pays d'etats. • Answers might consider that the legal system became more centralized. 		
4	<p>How far did the French Wars of Religion hold back the development of the nation state of France in the period from 1498 to 1610?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that they created a state within a state. • Answers might consider that they caused a breakdown of royal authority which lasted over twenty years. • Answers might consider that they led to the development of resistance theories. • Answers might consider that they led to the creation of the Catholic League which invited in Spanish troops. • Answers might consider that the French king was prevented from entering his capital. • Answers might consider that they struck at Gallicanism, on which the authority of the French monarchy resisted. • Answers might consider the social and economic damage that was done. • In challenging the hypothesis in the question, it might be that Henry IV was able to restore royal authority relatively quickly. • Answers might consider that among the majority of the population Calvinism did not have a strong hold. • Answers might consider that Henry IV was able to 	25	<ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge • 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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	<p>remove Spanish troops in 1595 with relative ease.</p> <ul style="list-style-type: none">• Answers might consider that the Edict of Nantes was accepted.• Answers might consider that the Crown remained Catholic as Henry IV abandoned his Huguenot beliefs and this helped to bind together a community of believers again.		

APPENDIX 1 – this contains the generic mark scheme grids

	<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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