



GCE

History A

Y313/01: The ascendancy of France 1610-1715

Advanced GCE

Mark Scheme for June 2019

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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
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
SC	Simple comment
	Unclear
V	View

2. Here is the mark scheme for this question paper.

MARK SCHEME Section A

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 causes of the Fronde.</p> <ul style="list-style-type: none"> • In locating the Interpretations within the wider historical debate, answer might argue that Interpretation A argues that the Fronde was a reaction to the policies of Richelieu and Louis XIII, with the main cause financial due to the money needed for war. • In evaluating Interpretation A, answers might argue that Passages A and B can be linked because of the concern about financial policies. • Answers might argue that Interpretation A is valid as France was spending considerable sums on the Thirty Years War. • Answers might argue that Interpretation A is valid as it mentions towns that were usually exempt from being taxed and new taxes were also introduced. • Answers might argue that interpretation A is valid as Anne was attacked as not only was she a woman but also a foreigner. • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B argues that financial issues were a factor, but also the actions of the Queen 	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.

2		<p>and Mazarin, as well as the economic situation.</p> <ul style="list-style-type: none"> • In evaluating Interpretation B, answers might argue it is valid as Mazarin had attacked the interests of the aristocracy. • Answers might argue that Interpretation B is correct as the economic crisis led Mazarin to ignore rural France. • Answers might argue that Interpretation B is invalid as it gives little attention to the complaints of the nobility. • Answers might argue that Interpretation B is valid as Mazarin was unpopular. <p>How effectively did ministers deal with the domestic problems they faced in the period from 1610 to 1715?</p> <ul style="list-style-type: none"> • In arguing that they dealt effectively with the problems, it might be argued that noble rebellions were suppressed by ministers such as Richelieu. • Answers might consider that the religious problem of the Huguenots was finally dealt with by the revocation of Nantes. • Answers might consider that ministers were able to increase royal power at the expense of the nobility, who resented such a development. • Answers might consider that ministers were able to deal effectively with feudal privileges by developing the office of <i>intendant</i>. • Answers might consider that the ministers were able to centralise power at the expense of 	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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3		<p>the localities.</p> <ul style="list-style-type: none"> • In challenging the hypothesis in the question, it might be argued that the large number of rebellions suggest the problem of the nobility was not dealt with. • Answers might consider that the financial demands were not solved and France was bankrupt. • Answers might consider that the economic development of France was not solved as there were still problems with internal trade and tolls. • Answers might consider that ministers were unable to achieve religious uniformity. <p>'Unrest was more serious during the reign of Louis XIV than Louis XIII.' How far do you agree?</p> <ul style="list-style-type: none"> • In supporting the hypothesis that unrest was more serious during the reign of Louis XIV, it might be argued that the Fronde was the most serious challenge to royal authority. • Answers might consider that troops had to be used to put down revolts in Boulogne in 1662, Brittany in 1675 and in the Cevennes between 1702 and 1705. • Answers might consider that the dueling episode of 1627 was of little threat. • Answers might consider that the Day of Dupes was easily crushed. • Answers might consider that the Cinq Mars plot was not serious. 	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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4		<ul style="list-style-type: none"> • Answers might consider that Richelieu had failed to win the support of the nobility and therefore the Fronde was a serious threat. • In challenging the hypothesis that revolts were more serious under Louis XIV, it might be argued that Louis was careful not to provoke the nobility and that the policy of compromise was used. • Answers might consider the reaction to the Breton and Cevennes unrest. • 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 Marfee in 1641. • Answers might consider that the peasant plots of 1639 (Va-Nu-Pieds) and 1643 (Croquants) were not serious as they lacked noble support. • Answers might consider that tax revolts in the 1690s were not a serious threat. <p>To what extent did the aims of French foreign policy change during the period 1610 to 1715?</p> <ul style="list-style-type: none"> • In arguing that the aims did change, it might be argued that policy went from being defensive to aggressive and expansionist. • Answers might consider the change in foreign policy under Richelieu and Mazarin as France became more committed to the Thirty Years War. • Answers might consider that under Louis XIV there was more concern for <i>gloire</i>. 	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
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		<ul style="list-style-type: none"> • Answers might consider that France went from avoiding a major confrontation with the Habsburgs to challenging them. • Answers might consider that under Louis XIV France wanted universal domination, which had not been possible under Louis XIII. • In arguing that the aims did not change, it might be argued that throughout the period France wanted to secure its borders/national security (the hexagon), seen in the construction of fortresses. • Answers might consider that throughout the period French foreign policy was defensive. • Answers might consider that throughout the period France was determined to prevent Habsburg encirclement. • Answers might consider that Louis XIV wanted to continue to show the military prowess of his father. • Answers might consider that there was continual concern with the north-eastern frontier. • Answers might consider that France wanted to avoid being humiliated. 		<p>only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</p>
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APPENDIX 1 – this contains a generic mark scheme grid

	<i>A03: 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.

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

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