



Oxford Cambridge and RSA

# A Level History A

## Unit Y310

### The Development of the Nation State: France

#### 1498–1610

Sample Question Paper

## Date – Morning/Afternoon

Time allowed: 2 hours 30 minutes



**OCR supplied materials:**

- 12 page Answer Booklet

**Other materials required:**

- None



\* 0 0 0 0 0 0 \*

<b>First name</b>										
<b>Last name</b>										
<b>Centre number</b>										
<b>Candidate number</b>										

### INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer Question 1 in Section A and any 2 questions in Section B.
- Write your answer to each question on the Answer Booklet.
- Do **not** write in the bar codes.

### INFORMATION

- The total mark for this paper is **80**.
- The marks for each question are shown in brackets [ ].
- Quality of extended responses will be assessed in questions marked with an asterisk (\*).
- This document consists of **4** pages.

**Section A**

Read the two passages and then answer Question 1.

- 1 Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation about the impact of the Massacre of St Bartholomew (1572).

[30]

**Passage A**

For the rest of her life Catherine had to contend with the consequences of the Massacre. Its immediate effects were the frustration of Catherine's work of conciliation since 1570, the resumption of civil war and the political failure of the Bourbon marriage, which became an embarrassment. There were more far-reaching effects, which resulted from the hardening attitude of the Protestants. They began to exploit the disruptive ambitions of the King's brother Alençon and were to produce, as Charles IX lay dying, one of the most dangerous situations Catherine ever had to face. The Massacre, for which they blamed the crown, caused them to evolve a more elaborate organisation, defensive in origin, the nascent 'state within a state', which matured about 1575. This led to a gradual divergence between them and honest believers, who were fairly easily satisfied with reasonable terms, as long as these were honoured. This partial divergence of interest between the leadership and the rank and file (which became more marked towards the end of the century), resulted in a decrease in emphasis on the cause of religion, the only effective bond of unity. This led to fragmentation and the emergence of malcontents who were bound to dispute the division of gains. Quarrels intensified and unstable alliances were formed for ill-defined purposes. Civil war, previously conducted for at least some distinguishable reasons, began to yield to anarchy, unrestrained and unpredictable.

Adapted from: N.M. Sutherland, *Catherine de Medici and the Ancient Regime*, published in 1966

**Passage B**

The King's complete loss of control over what were meant to be limited and legal executions showed how slight was his authority and what terrifying power the mob possessed. The Queen Mother also understood how the Massacre, originally driven by religious passions, had quickly spun out of control and had become a popular uprising of angry despair by people who felt little or no fear of royal retribution. It is possible to see it as a portent of what was to come in the French Revolution. Although it is impossible to say with any accuracy how many people perished in what was later called the 'Season of St. Bartholomew' in Paris and its aftermath in the provinces, the death toll throughout the kingdom was considerable. A high percentage of the may have been killed as a result of general discontent, the 'haves' killed by the 'have-nots'. The Duke of Guise tried to calm the mob, but even he, the Catholic hero of Paris, could do nothing. He argued that Charles should make a public declaration that the original executions were by the sovereign's command. This would contradict early royal declarations that the Massacre arose from the blood feud between the Houses of Guise and Châtillon and that the atrocities were carried out by lawless thugs and criminals. Catherine soon appreciated that the real victims were the monarchy and herself. Once Charles IX admitted responsibility for the killing of their leaders, the Protestants would withdraw their allegiance.

Adapted from: L. Frieda, *Catherine de Medici: A Biography*, published in 2005

**Section B**

Answer **TWO** of the following three questions.

**2\*** To what extent was the reign of Henry II (1547–1559) the major turning point in the development of France as a nation state in the period 1498–1610?

[25]

**3\*** 'Weak royal control of the provinces consistently undermined the development of France as a nation state.' How far do you agree with this view in relation to the period 1498–1610?

[25]

**4\*** Assess the reasons why civil war occurred in France between 1562 and 1598 but not in the period from 1498 to 1561.

[25]

**BLANK PAGE**

SPECIMEN

---

Copyright Information:

**Passage A:** Adapted from: Sutherland, N.M. (1966), Catherine de Medici and the Ancient Regime. Reproduced by kind permission of The Historical Association UK.

**Passage B:** Adapted from: Frieda, L. (2005), Catherine de Medici: A Biography. Phoenix

OCR is committed to seeking permission to reproduce all third-party content that it uses in the assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements booklet. This is produced for each series of examinations and is freely available to download from our public website ([www.ocr.org.uk](http://www.ocr.org.uk)) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GE.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.

**...day June 20XX – Morning/Afternoon**

**A Level History A**

**Unit Y310 The Development of the Nation State: France 1498–1610**

**MARK SCHEME**

**Duration:** 2 hour 30 minutes

**MAXIMUM MARK      80**

**MARKING INSTRUCTIONS****PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris 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 scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**TRADITIONAL**

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

**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 scoris 50% and 100% (traditional 50% 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, email or via the scoris messaging system.

5. Work crossed out:
- where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
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. There is a NR (No Response) option. Award NR (No Response)
- if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.
- Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The scoris **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 scoris 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



## 12. Subject-specific Marking Instructions

### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

**USING THE MARK SCHEME**

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

**INFORMATION AND INSTRUCTIONS FOR EXAMINERS**

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

	<i>A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	<b>Generic mark scheme for Section A, Question 1: Interpretation [30]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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>
	<b>Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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.

## Section A

Question	Answer	Marks	Guidance
1	<p><b>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation about the impact of the Massacre of St Bartholomew (1572).</b></p> <ul style="list-style-type: none"> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answers might argue that Interpretation A argues that the main significance was on the hardening attitude of the Protestants, resulting in the resumption of civil war and note that it mentions unrestrained and unpredictable anarchy in support of this claim.</li> <li>• <b>In evaluating Interpretation A</b>, answers might argue it is valid by reference to knowledge about the severity of the massacre and the continued civil war and its nature.</li> <li>• <b>In evaluating Interpretation A</b>, answers might argue that Interpretation A is supported by the 'state within a state' which left a legacy for the rulers of the next century, but that the interpretation does not consider the consequences in the wider context, for example of international opinion or on Catholic France.</li> <li>• <b>In evaluating Interpretation A</b>, answers might consider the failure of the Bourbon marriage. The bitterness caused the war to change, with splits in the Protestant side.</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• 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.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• 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.</li> </ul>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answers might argue that Interpretation B argues that the most significant consequences were the weakening of the monarchy by eruptions of popular violence and note that it mentions the reaction of Catherine de Medici in support of this claim.</li> <li>• <b>In evaluating Interpretation B</b>, answers might argue that this view is valid because the monarchy was compromised by participating in populist violence. This is supported by references to the real victim being the monarchy and Catherine herself.</li> <li>• <b>In evaluating Interpretation B</b>, answers might argue this view is valid from knowledge of the nature of the massacre having a strong element of social unrest and from the subsequent weakness of the Crown in face of civil conflict.</li> <li>• <b>In evaluating Interpretation B</b>, answers might consider it is somewhat exaggerated in the comparisons with later mob violence and not sufficiently sympathetic to the dangers posed to royal authority by Coligny.</li> </ul>		

## Section B

Question	Answer	Marks	Guidance
2*	<p><b>To what extent was the reign of Henry II (1547–1559) the major turning point in the development of France as a nation state in the period 1498–1610?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question</b>, it might be argued that Henry was able to end the long wars with the Habsburgs in Italy which held until 1595.</li> <li>• Answers might consider that it was the major turning point as the wars had bankrupted the monarchy and the financial weakness was a reason why it was unable to prevent civil war in 1562.</li> <li>• Answers might consider that it was the major turning point because Henry failed to suppress the growth of Calvinism and this was a major cause of the Civil War that lasted until 1598.</li> <li>• Answers might consider that it was the major turning point because his death left four young sons and weakened royal authority.</li> <li>• Answers might consider that Henry's dealings with the Paris Parlement, nobles and provincial estates created resentment which came to the surface in a period of weak royal authority.</li> <li>• <b>In challenging the hypothesis in the question</b>, it might be argued that it was the reign of Henry IV as he restored order after Civil War.</li> <li>• Answers might consider the outbreak of civil war as the most important turning point as it undermined all previous achievements.</li> </ul>	25	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels answers might establish criteria against which to judge.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• 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.</li> </ul>



Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• Answers might consider it was the reign of Francis I that was the most important turning point and contrast his gain of Brittany and the loyalty of Burgundy in 1526 with Henry II and Calais.</li> <li>• Answers might argue that it was the reign of Francis I that was the most important turning point in legal and linguistic terms.</li> <li>• Answers might argue that the reign of Francis was the most important in terms of the development of a bureaucracy.</li> </ul>		
3*	<p><b>‘Weak royal control of the provinces consistently undermined the development of France as a nation state.’ How far do you agree with this view in relation to the period 1498–1610?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question</b>, it might be argued that there were rebellions throughout the period.</li> <li>• Answers might consider the liberties of the provincial estates who had rights to make complaints to the king.</li> <li>• Answers might consider the establishment of the virtual independent midi during the Civil Wars of 1562–1598.</li> <li>• Answers might consider the importance of provincial governors and <i>baillis</i> in maintaining law and order.</li> <li>• Answers might consider the importance of parlements, provincial estates, towns and the nobility.</li> <li>• <b>In challenging the hypothesis in the question</b>, it might be argued that provincial liberties were ignored when there were the financial needs of war.</li> </ul>	25	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels answers might establish criteria against which to judge.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• 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.</li> </ul>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• Answers might consider the extension of the gabelle despite exemptions.</li> <li>• Answers might consider that kings did not call an Estates General and therefore provincial interests were second to royal.</li> <li>• Answers might consider the use of royal commissioners to ensure that royal proclamations were upheld.</li> <li>• Answers might consider the powers of the <i>maitres des requites de l'hotel</i>, the planting of royal lieutenants in town governments and the centralisation of royal administration.</li> </ul>		
4*	<p><b>Assess the reasons why civil war occurred in France between 1562 and 1598 but not in the period from 1498 to 1561.</b></p> <ul style="list-style-type: none"> <li>• <b>In assessing why there were wars after 1562,</b> answers might consider the character and condition of the French monarchy changed and compare the weak rule of Henry III with Francis I and Henry II.</li> <li>• Answers might consider the importance of the growth of Calvinism which was of little significance before 1562.</li> <li>• Answers might consider the power of the French nobility and argue that, instead of serving the state, they sought to exploit its weakness.</li> <li>• Answers might consider the ending of the Italian Wars and link this to noble unrest at home.</li> <li>• Answers might consider the economic crisis that</li> </ul>	25	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels answers might establish criteria against which to judge.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• 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.</li> </ul>

Question	Answer	Marks	Guidance
	<p>followed the ending of the Italian wars.</p> <ul style="list-style-type: none"> <li>• <b>In assessing why there were not wars before 1562,</b> answers might consider the strength of the monarchy under Louis XII, Francis I and Henry II.</li> <li>• Answers might consider that religion was mostly a unifying factor in the period before 1562.</li> <li>• Answers might consider the role of the nobility as royal governors, law enforcers, administrators, councillors and had led royal forces during the Italian Wars.</li> <li>• Answers might consider that the Italian Wars, which ended in 1569, had given many nobles a taste of war.</li> <li>• Answers might argue that the nobility had supported the crown because of the external threat from the Italian Wars.</li> </ul>		

SPECIMEN

## Assessment Objectives (AO) Grid

Question	AO1	AO2	AO3	Total
1			30	30
2/3/4	50			50
Totals	50		30	80