



Oxford Cambridge and RSA

A Level History A

Unit Y313

The Ascendancy of France 1610–1715

Sample Question Paper

Version 0.14

Date – Morning/Afternoon

Time allowed: 2 hours 30 minutes



OCR supplied materials:

- 12 page Answer Booklet

Other materials required:

- None



First name											
Last name											
Centre number							Candidate number				

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 of the causes of the Fronde (1648–1653).

[30]

Passage A

The revolts were a series of crises between king and aristocracy. The Crown had sought to encroach upon the interests of the aristocracy in a more daring way than probably ever before. In part, the unrest was caused by the weakness of the Crown during the minority of Louis XIV. This provided the typical and traditional situation for an outbreak of disorder. But now there was the resentment at the rule of a woman, moreover there was also the unpopularity of the leading minister, Mazarin, who was seen as being close to the queen. It is uncertain whether they were actually lovers or whether they were at any time secretly married, but it seems they were fond of each other. Although Mazarin had dealt with noble plots in the same repressive way as Richelieu, Mazarin was a foreigner and did not have the basic knowledge of France that Richelieu had gained as a bishop. With the old argument that it was evil ministers imposing changes on a young king, and that *Parlement* was the defender of liberty against oppression, unrest broke out. The revolts expressed the uneasy relationship between Crown and the ruling order which had already existed, but they also suggested that political stability was only possible if radical changes took place in the system of government.

Adapted from: D. Murphy et.al, *Europe, 1450–1661: A-level (Flagship History)*, published in 2000

Passage B

The main cause of the Fronde was money. An attempt to raise more to wage war by taxing towns, which were normally exempt from tax, had failed in 1644. It only appeared to cause unnecessary concern amongst reasonably loyal people. The only alternative was making peace, which was not on Mazarin's agenda. Mazarin cared little for the provinces and rural France. In order to get the cash he increased the farming of taxes on a large scale and added greater ruthlessness to the methods used by Richelieu. The final straw for many came in late 1647 and early 1648: deeply involved in the negotiations surrounding the Peace of Westphalia, and desperately short of money, Mazarin tried to compel the *Parlement de Paris* to accept new taxes. In spite of a *lit de justice*, which demanded obedience, the *Parlement* still refused. A leading cause of the opposition of *Parlement* was the disgruntlement of officials whose pockets were being increasingly entered by an impoverished government. An important element in the Fronde, and an important factor in sustaining it throughout, was the opposition of offended and desperate office-holders and courtiers, slighted by a government which found itself having to trample on privilege in order to pay its way.

Adapted from: G.R. Treasure, *Seventeenth Century France*, published in 1966

Section B

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

- 2*** How far were French kings absolute monarchs in the period from 1610 to 1715?
[25]
- 3*** How effectively did French governments deal with religious issues in the period 1610 to 1715?
[25]
- 4*** 'France was at its most powerful in Europe in 1659.' How far do you agree with this view of the period from 1610 to 1715?
[25]

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Passage B: Adapted from: Treasure, G.R. (1966), Seventeenth Century France. Rivingtons, UK.

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Oxford Cambridge and RSA

...day June 20XX – Morning/Afternoon

A Level History A

Unit Y313 The Ascendancy of France 1610–1715

MARK SCHEME

Duration: 2 hour 30 minutes

MAXIMUM MARK 80

This document consists of 16 pages

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:
 - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - b. 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:
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **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>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.

Section A

Question	Answer	Marks	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 (1648–1653).</p> <ul style="list-style-type: none"> • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation A argues that it was the weakness of the Crown that caused unrest and note that it mentions the minority of Louis XIV and the rule of a woman in support of this claim. • In evaluating Interpretation A, answers might argue that the weakness of the crown is valid because it is supported by the limits placed on Anne and the condition she should act only on the advice of a Council. • Answers might argue that Interpretation A is valid as minorities often bring disturbances, as had been seen under Marie de Medicis. • Answers might argue that Interpretation A is correct in its view that the interests of the aristocracy had been attacked by considering some of Mazarin’s methods and policies. • Answers might argue that A can be linked to B as many of the interests that were challenged were financial. 	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	Marks	Guidance
	<ul style="list-style-type: none"> • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B argues that finance and methods of taxation to fund war was the main cause, and note that it mentions taxing towns that were usually exempt in support of this claim. • In evaluating Interpretation B, answers might argue that taxation is valid as a cause because it is supported by the new tax <i>les aises</i>. • Answers might argue that Interpretation B is valid as Mazarin cared little for rural France as they were suffering an economic crisis. • Answers might argue that finance was a main concern as Mazarin used the <i>edit du rachat</i> to get more money from the <i>paulette</i>. • Answers might argue that tampering with the national <i>rentes</i> supports the view that finance was the main cause because of the consequences. • Answers might argue that opposition to finance in B can be linked to despising the government, considered in A. 		

Section B

Question	Answer	Marks	Guidance
2*	<p>How far were French kings absolute monarchs in the period from 1610 to 1715?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that polemicists, such as Loyseau, Le Bret and Bossuet wrote of the monarch's absolutism. • Answers might consider that the power of the nobility was weakened during the period, by Richelieu, and then Louis XIV controlled them at Versailles. • Answers might consider that the power of the Huguenots was weakened as they lost their privileges. • Answers might consider the growth of a bureaucracy as the numbers and powers of the intendants were increased. • Answers might consider the control over regional and national assemblies. • In challenging the hypothesis in the question, it might be argued that throughout the monarchy was hedged with limits as magnates remained strong. • Answers might consider that unrest suggests the monarchs were not absolute, particularly during the Fronde. • Answers might consider the failure to reform finances. • Answers might consider that Louis XIV was more absolute than Louis XIII and consider the size of his army and conquests. • Answers might consider the survival of religious dissent. 	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.

Question	Answer	Marks	Guidance
3*	<p>How effectively did French governments deal with religious issues in the period 1610 to 1715?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that governments were effective in dealing with the Huguenot issue from the Peace of Alais. • Answers might consider the treatment of Gallican issues. • Answers might consider how effective governments were in dealing with the Jesuits who were used by Richelieu for a religious revival. • Answers might consider the effectiveness in dealing with the Jansenists, who were silenced. • Answers might consider that relations with the Papacy were managed effectively. • In challenging the hypothesis in the question, it might be argued that at times Louis XIV was less effective in dealing with religious issues concerning the Huguenots and the problems created by their expulsion. • Answers might consider that Louis XIV was less effective in dealing with the Jansenists, by allowing it to become a problem and then by invoking papal assistance to try and silence it. He incurred the wrath of Gallicans and failed to eliminate Jansenism. • Answers might consider that Louis XIV was less effective in dealing with the Jesuits as he showed them increased favour which annoyed Gallicans. 	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.

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> Answers might consider that in seeking the Pope's support Louis XIV provoked the parlements into condemning Ultramontanism and sympathising with the Jansenists and Quietists. 		
4*	<p>'France was at its most powerful in Europe in 1659.' How far do you agree with this view of the period from 1610 to 1715?</p> <ul style="list-style-type: none"> In supporting the hypothesis in the question, it might be argued that territorially France acquired lands in Luxemburg, Artois, towns in the Spanish Netherlands. Answers might consider that the confirmation of gains made at Westphalia secured French power. Answers might consider that France was at its most powerful as the treaty gave French kings a claim to the Spanish throne and Empire. Answers might consider that it gave France domination over Spain, its longstanding rival, and enabled it to compete with the Dutch and English and seize more Spanish territories. Answers might consider the position of the other European states in 1659 to show that France was at its most powerful – England had political issues, Spain was bankrupt and the Netherlands and Empire wanted peace. In challenging the hypothesis in the question, it might be argued that France was more powerful in 1648, given its territorial gains made there, presaging 	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.

Question	Answer	Marks	Guidance
	<p>French influence in Germany, humiliation of the Emperor and the fall of Spain.</p> <ul style="list-style-type: none">• Answers might consider 1668 as more significant because of territorial gains in the Spanish Netherlands.• Answers might consider 1678 as territorial gains gave France a valuable border buttress with Germany.• Answers might consider 1684 as gains were confirmed, but as a counter it united other European powers against him.• Answers might consider the periods before France entered the Thirty Years War and after the start of the War of Spanish Succession, to place the French position in context.		

Assessment Objectives (AO) Grid

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

Summary of updates

Date	Version	Change
November 2020	0.14	Updated copyright acknowledgements.