

GCE

History A

Unit : Y313/01 The Ascendancy of France 1610 - 1715

Advanced GCE

Mark Scheme for June 2017

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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 |

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 impact of the construction of the Palace of Versailles.</p> <p>In locating the Interpretations within the wider historical debate, answers might argue that Interpretation A argues that Versailles widened the social divisions in France, although it was useful for propaganda.</p> <p>In evaluating Interpretation A,</p> <ul style="list-style-type: none"> • Answers might argue that it brought about stability by taking the nobles away from their estates. • Answers might argue that Interpretation A is valid because Versailles contributed to Louis' image of the 'Sun King' and absolutism. • Answers might argue that Interpretation A is valid as there was growing economic inequality with the Third Estate suffering financial hardship. • Answers might argue that interpretation A is valid as many were drawn to Versailles to see the monarchy. • Answers might argue that Interpretation A is invalid because there was little evidence of unrest in France. <p>In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B argues that Versailles exploited the arts to glorify the monarch on a scale not seen before, but was also a centre of government</p> <p>In evaluating Interpretation B,</p> | 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 |

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| | | | <ul style="list-style-type: none">• Answers might argue that Versailles became the cultural capital of Europe and this glorified Louis.• Answers might argue that interpretation B is valid as the propaganda created fear and admiration in Europe.• Answers might argue that interpretation B is valid because it created the image of the Sun King.• Answers might argue that interpretation B is valid as the survival of Versailles reinforced his image.• Answers might argue that interpretation B is valid because of the comparisons made between Louis and Apollo. | | |
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| <p>2*</p> | <p>How far did religious developments hinder the power of the French monarchy in the period from 1610 to 1715?</p> <p>In supporting the hypothesis in the question, it might be argued that Louis' quarrels with the Papacy and Innocent XI limited his power and caused tension.</p> <ul style="list-style-type: none"> • Answers might consider that in the first part of the period the influence of the Huguenots limited the power of the monarchy. • Answers might consider that the issue of Unigenitus divided the country politically, legally and religiously. • Answers might consider the impact of Jansensim. • Answers might consider that the expulsion of the Huguenots damaged France's economic power and international reputation. <p>In challenging the hypothesis in the question, it might be argued that France became a Catholic country again after the revocation of the Edict of Nantes.</p> <ul style="list-style-type: none"> • Answers might consider that there was a popular religious revival under Richelieu. • Answers might consider that Gallicanism helped to strengthen the power of the monarchy. • Answers might consider that Louis compromised the authority of the French Church and angered Gallicans and the Paris Parlement by asking for papal support against Jansenism and Quietism. • Answers might consider whether Louis had solved the Huguenot problem. | <p>25</p> | <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>3*</p> | <p>‘Throughout the period from 1610 to 1715 unrest was not a serious threat to the power of the monarch.’ How far do you agree?</p> <p>In supporting the hypothesis in the question, it might be argued that the plots were often by isolated or disgruntled nobles.</p> <ul style="list-style-type: none"> • Answers might consider that the Fronde lacked a coherent aim and had poor leadership. • Answers might consider that Richelieu had been able to reduce the power of the nobility. • Answers might consider that peasant unrest was localized and not a threat to the power of the monarchy. • Answers might consider that often the opposition was aimed at ministers, particularly Richelieu and Mazarin, rather than the monarch. <p>In challenging the hypothesis in the question, it might be argued that there was unrest throughout the period.</p> <ul style="list-style-type: none"> • Answers might consider that the Fronde had revolutionary aims. • Answers might consider that the unrest caused by the Huguenot issue was a challenge. • Answers might consider that state policy in France antagonized nearly all provincial groups and made it possible for the peasants to ally with the nobility, creating cross-class movements. | <p>25</p> | <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* | <p>'The Treaty of Westphalia was the most important turning point in the development of France as an international power.' How far do you agree?</p> <p>In supporting the hypothesis in the question, it might be argued that France influenced the terms of the Treaty to gain lands, while Spain did not.</p> <ul style="list-style-type: none"> • Answers might consider that after the Treaty France was well-placed to continue its war with Spain, whilst Spain was not. • Answers might consider the prestige that France gained from the treaty and compare that with the earlier period. • Answers might consider that the Eastern border was secured with Metz, Toul and Verdun. • Answers might consider the gains presaged the influence in Germany and the humiliation of the Emperor. <p>In challenging the hypothesis in the question, it might be that the development of French power was gradual over the seventeenth century.</p> <ul style="list-style-type: none"> • Answers might consider that Richelieu's rule was more important as the Huguenots were pacified, steps were taken to weaken Spain, trade encouraged and the monarchy strengthened. • Answers might consider that territorially France gained more after Westphalia. • Answers might consider that the Treaty of the Pyrenees was a greater turning point. • Answers might consider Louis' wars were more important. | 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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APPENDIX 1 – this contains the generic mark scheme grids

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| | <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. |

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| | <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 | The answer has a limited focus on the topic, but not the specific question. The answer is largely descriptive, with only very |

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| 1 1–4 marks | 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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