



Oxford Cambridge and RSA

**GCE**

**History A**

**Y313/01: Thematic study and historical interpretations: The  
ascendency of France 1610-1715**

A Level

**Mark Scheme for June 2022**

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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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**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 **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**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 40% 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 or the scoris messaging system, or by email.

**5. Crossed Out Responses**

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

**Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

**Multiple Choice Question Responses**

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

*When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

**Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

**Short Answer Questions** (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

**Short Answer Questions** (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

**Longer Answer Questions** (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

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. Award No Response (NR) if:
  - there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).





Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

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: Not applicable in F501
  - 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 of annotation
<b>BP</b>	Blank Page
	Highlight
Off-page comment	
<b>A</b>	Assertion
<b>AN</b>	Analysis
<b>EVAL</b>	Evaluation
<b>EXP</b>	Explanation
<b>F</b>	Factor
<b>ILL</b>	Illustrates/Describes
<b>IRRL</b>	Irrelevant, a significant amount of material that does not answer the question
<b>J</b>	Judgement
<b>KU</b>	Knowledge and understanding
<b>SC</b>	Simple comment

	Unclear
	View
	Synthesis
	Continuity/Change

## 12. Subject Specific Marking Instructions

Question	Answer/Indicative content	Mark	Guidance
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1		<p><b>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of the reasons for noble conspiracies against Richelieu in the period to 1630.</b></p> <p><b>In locating the Interpretations within the wider historical debate,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that Interpretation A puts forward the view that it was the result of Richelieu's policies.</li> </ul> <p><b>In evaluating Interpretation A,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that this view is valid as the alliance with Sweden was unpopular with many Catholics.</li> <li>• <b>Answers might argue</b> that Interpretation A is valid as the nobility resented the destruction of their fortresses.</li> <li>• <b>Answers might argue</b> that Interpretation A is valid as court faction played a role.</li> <li>• <b>Answers might argue</b> that interpretation A is not valid as it ignores the role of absolutism that Richelieu was trying to impose.</li> </ul> <p><b>In locating the Interpretations within the wider historical debate,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that Interpretation B puts forward the view that the conspiracies were the result of Richelieu's centralizing policy that lessened noble influence.</li> </ul> <p><b>In evaluating Interpretation B,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that interpretation B is valid as the king took advice from Richelieu and not them.</li> <li>• <b>Answers might argue</b> that interpretation B is valid as the nobility wanted to remove Richelieu.</li> </ul>	<p><b>30</b></p> <p>The indicative content lists features of the period studied that relate to the question set.  <u><b>Neither significance nor relative importance are attributed to the features listed.</b></u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <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>
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2		<ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that interpretation B is valid as the nobles were angered by the abolition of duelling.</li> <li>• <b>Answers might argue</b> B is valid as many nobility thought they were above the law</li> <li>• <b>Answers might argue</b> that interpretation B is not valid as it ignores the support the nobility had from Marie de Medici.</li> </ul> <p><b>Assess which minister of state was most responsible for the development of absolute monarchy in France in the period from 1610 to 1715</b></p> <p><b>In arguing that Richelieu did more,</b></p> <ul style="list-style-type: none"> <li>• <b>It might be argued</b> that he controlled the estates.</li> <li>• <b>Answers might consider</b> that Richelieu suppressed the Huguenots.</li> <li>• <b>Answers might consider</b> that he reduced the power of the nobility.</li> <li>• <b>Answers might consider</b> that he built up the power of royal officials, most notable the intendants.</li> </ul> <p><b>In arguing that Mazarin did the most,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that he increased the power of the intendants.</li> <li>• <b>Answers might consider</b> that Mazarin placed troops under royal control.</li> <li>• <b>Answers might consider</b> that Mazarin maintained authority during the minority and the Fronde.</li> <li>• <b>Answers might consider</b> that he developed a team of able administrators.</li> </ul> <p><b>In arguing that other ministers did more,</b></p>	25	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <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>
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3		<ul style="list-style-type: none"> <li>• <b>It might be argued</b> that Le Tellier and Louvois did more with their army reforms.</li> <li>• <b>Answers might consider</b> that Colbert did the most with his efficiency.</li> <li>• <b>Answers might consider</b> that Colbert did much to reform finances.</li> </ul> <p><b>‘Jansenism did more than any other religious issue to divide France in the period from 1610 to 1715.’ How far do you agree?</b></p> <p><b>In supporting the hypothesis that Jansenism did more to divide France,</b></p> <ul style="list-style-type: none"> <li>• <b>It might be argued</b> that Jansensim did more as Louis asked for papal support against which angered Gallicans.</li> <li>• <b>Answers might consider</b> that the Jansenism was a threat to uniformity and discipline.</li> <li>• <b>Answers might consider</b> the response to the Port Royal incident.</li> <li>• <b>Answers might consider</b> that Jansenism had support among educated Frenchmen.</li> <li>• <b>Answers might consider</b> the issue of the régale.</li> <li>• <b>Answers might consider</b> that the bill Unigenitus divided France religiously, legally and politically.</li> <li>• <b>Answers might consider</b> that it alienated Louis’ clergy and led to a clash with the Paris parlement.</li> <li>• <b>Answers might consider</b> that Louis allied with papacy against his own people and therefore undermined the sacred nature of the monarchy.</li> </ul> <p><b>In challenging the hypothesis,</b></p> <ul style="list-style-type: none"> <li>• <b>It might be argued</b> that the Huguenots did more until they were expelled as they limited the power of the monarch.</li> </ul>	25	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <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>
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4		<ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that the Huguenots did more because of the economic impact of their expulsion.</li> <li>• <b>Answers might consider</b> that the Huguenots were involved in revolts and were seen as a threat to Roman Catholicism.</li> <li>• <b>Answers might consider</b> that the Huguenot heresy continued to divide France.</li> <li>• <b>Answers might consider</b> the impact on public opinion of his subservience to the Jesuits.</li> <li>• <b>Answers might consider</b> that Quietism divided France as the monarch asked for papal support against it.</li> </ul> <p><b>‘The Fronde was a more serious threat to the monarchy than any other unrest in France in the period from 1610 to 1715.’ How far do you agree?</b></p> <p><b>In arguing that the Fronde was the most serious threat,</b></p> <ul style="list-style-type: none"> <li>• <b>It might be argued</b> that it drove out Mazarin.</li> <li>• <b>Answers might consider</b> that it had revolutionary aims.</li> <li>• <b>Answers might consider</b> it came close to destroying France and the monarchy.</li> <li>• <b>Answers might consider</b> that the court was forced to give in to the Frondeurs at Reuil.</li> <li>• <b>Answers might consider</b> its duration and the difficulty in suppressing it.</li> </ul> <p><b>In arguing that the Fronde was not the most serious threat,</b></p> <ul style="list-style-type: none"> <li>• <b>It might be argued</b> that it failed to destroy Mazarin or humble the monarchy.</li> </ul>	25	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <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>
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		<ul style="list-style-type: none"><li>• <b>Answers might consider</b> the threat of the nobility under Richelieu, most notable the threat of the Day of Dupes and the involvement of princes of the blood.</li><li>• <b>Answers might consider</b> the threat of peasant unrest over taxation.</li><li>• <b>Answers might consider</b> the threat of the Va nu Pieds.</li><li>• <b>Answers might consider</b> the threat of the Croquants.</li><li>• <b>Answers might consider</b> the Camisards which lasted four years.</li></ul>		
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APPENDIX 1 – this contains a generic mark scheme grid

	<i>AO3: 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.
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