

GCE

History A

Y310/01: Thematic study and historical interpretations: The development of the Nation State: France 1498-1610

A Level

Mark Scheme for June 2024

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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

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor 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 RM Assessor 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 RM Assessor 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 RM Assessor 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 RM Assessor **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 RM Assessor 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 |
|---|--|
|  | Blank Page |
| | Highlight |
| Off-page comment | |
|  | Assertion |
|  | Analysis |
|  | Evaluation |
|  | Explanation |
|  | Factor |
|  | Illustrates/Describes |
|  | Irrelevant, a significant amount of material that does not answer the question |
|  | Judgement |
|  | Knowledge and understanding |
|  | Provenance |
|  | Simple comment |
|  | Unclear |
|  | View |

| Annotation | Meaning |
|------------|-------------------|
| S | Synthesis |
| E | Continuity/Change |

| Question | | | Answer | Mark | Guidance |
|----------|--|--|--|------|---|
| 1 | | | <p>Evaluate the Interpretations in both of the two passages.</p> <p>Explain which you think is more convincing as an explanation of Henry IV's achievements.</p> <p>In locating the Interpretation A within the wider historical debate, answers might suggest that Interpretation A argues that the achievements of Henry IV were limited</p> <ul style="list-style-type: none"> • In evaluating Interpretation A, answers might argue that the interpretation is correct as the Edict of Nantes established 'a state within a state' • Answers might argue that he did restore the crown and end Spanish incursions into France and the Catholic League's control of parts of eastern France • Answers might argue that he restored authority by making the crown solvent • Answers might argue that during the reign of Louis XIII aristocratic leaders were in arms and Huguenots in revolt • Answers might argue that Sully did change direction of taxation, reducing the burden on the Third Estate by dropping the <i>taille</i> and using the <i>gabelle</i> • Answers might argue the power of the local estates of Guyenne were reduced and the rights of Normandy, Burgundy etc attacked. | 30 | <p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</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"> • 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 | Mark | Guidance |
|----------|--|--|---|------|----------|
| | | | <ul style="list-style-type: none"> • Answers might argue that the use of commissioners foreshadowed the intendants and challenges the view of the lack of radical overhaul <p>In locating the Interpretation B within the wider historical debate, answers might suggest that Interpretation B argues that the achievements of Henry IV were wide-ranging</p> <ul style="list-style-type: none"> • In evaluating Interpretation A, answers might argue that the interpretation is correct as the financial position of the monarchy was restored helping to create stability and ensure it was more powerful than the nobility • Answers might argue that economic stability was created through peace, restoring agriculture and commerce • Answers might argue that Henry's conversion to Catholicism –'Paris is worth a mass'- did much to restore unity and the concept of one faith • Answers might argue that the Catholic League was destroyed, and Spanish influence removed, ending civil war • Answers might argue that the power of rival constitutional bodies within the state were reduced • Answers might argue that tax farming and venality were controlled in the interests of the crown through <i>chambre de justice</i> and the <i>paulette</i> | | |

| Question | | | Answer | Mark | Guidance |
|----------|--|--|--|------|----------|
| | | | <ul style="list-style-type: none"> • Answers might consider the noble rebellions of Biron and Bouillon • Answers might consider the existence of a Protestant minority in the Midi and the existence of secret brevets | | |

| Question | | | Answer | Mark | Guidance |
|----------|--|--|--|------|---|
| 2* | | | <p>‘The authority of the French monarchy was at its lowest point during the reign of Henry III.’ How far do you agree with this view of the period from 1498 to 1610?</p> <p>Answers might consider some of the following themes: reputation of the monarchs, extent of their power, centralised authority, nobility, extent of unification, centralisation, financial power</p> <p>In supporting the hypothesis in the question,</p> <ul style="list-style-type: none"> • It might be argued that the power of the Catholic League showed the lack of royal authority • Answers might consider that the Catholic League received aid from Spain • Answers might consider the influence of Catherine de Medici • Answers might consider that Henry was barricaded out of Paris in 1588 • Answers might consider that Henry was forced to take desperate measures and have Guise murdered in 1588 • Answers might consider that Henry was unable to defeat the Huguenots and therefore lost support from the Catholic nobility <p>In challenging the hypothesis in the question,</p> <ul style="list-style-type: none"> • Answers might consider the rule of the two boy kings, Francis II and Charles IX, who were | 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. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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"> • No set answer is expected. • At higher levels answers might establish criteria against which to judge the validity of the interpretation. • 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 | Mark | Guidance |
|----------|--|--|---|------|----------|
| | | | <p>dominated by the Guise and Catherine de Medici respectively</p> <ul style="list-style-type: none"> • Answers might consider the influence of Coligny and the Massacre of St Bartholomew under Charles IX • Answers might consider the humiliation of Francis I being taken prisoner in 1525 at Pavia • Answers might consider how the emergence of Lutheranism and Calvinism challenged the authority of Francis I and Henry II • Answers might consider military defeats at St Quentin and the Treaty of Cateau-Cambr sis under Henry II • Answers might consider the debt inherited by Henry IV and how it weakened monarchy | | |

| Question | | | Answer | Mark | Guidance |
|----------|--|--|---|------|--|
| 3* | | | <p>To what extent did religion contribute to the stability of France in the period from 1498 to 1610?</p> <p>Answers might consider some of the following themes: humanism, Lutheranism, Calvinism, Catholic League, civil war</p> <p>In arguing that religion contributed to the stability of France:</p> | 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><u>Neither significance nor relative importance are attributed to the features listed.</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"> • No set answer is expected. |

| Question | | | Answer | Mark | Guidance |
|----------|--|--|---|------|---|
| | | | <ul style="list-style-type: none"> • Answers might consider that the central concept of unity under one faith guided the majority • Answers might consider the Gallican principles that bound together a community of believers • Answers might consider that the majority of French were Catholic • Answers might consider the Catholicism of the Crown and Henry IV's conversion to secure the crown • Answers might consider that foreign policy objectives ignored the religious divisions • Answers might consider that heresy was linked with rebellion and disorder • Answers might consider that the monarchy rested on the sacred nature of kingship <p>In arguing that religion contributed to instability in France:</p> <ul style="list-style-type: none"> • Answers might consider the growth of Calvinism from the 1540s • Answers might consider the impact of the Day of the Placards • Answers might consider the breakdown of royal authority with the Wars of Religion • Answers might consider the impact of noble support for Calvinism • Answers might consider the legal recognition of Calvinism 1562-98 | | <ul style="list-style-type: none"> • At higher levels answers might establish criteria against which to judge the impact of religion. • 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 | Mark | Guidance |
|----------|--|--|--|------|---|
| | | | <ul style="list-style-type: none"> • Answers might consider radical revolutionary resistance theories • Answers might consider Spanish support for the Catholic League | | |
| 4* | | | <p>‘The Habsburg-Valois Wars (1498-1559) had a greater impact on French stability and unification than the Wars of Religion (1562-1598).’ How far do you agree with this view of the period from 1498 to 1610?</p> <p>Answers might consider some of the following themes: authority of the monarchs, power vacuum at court, peace agreements, economic stability, social stability, unity of the nation state</p> <p>In supporting the hypothesis in the question:</p> <ul style="list-style-type: none"> • Answers might consider the financial impact of the wars and the bankruptcy by the reign of Henry II • Answers might consider the impact of the Treaty of Treaty of Cateau-Cambrésis by which France gave up interests in Italy, but did maintain Metz, Toul, Verdun, by which the hexagonal shape of France was consolidated • Answers might consider the impact of the capture of Francis I at Pavia on stability and unity • Answers might consider the impact of the wars on society and the economy, particularly for the Third Estate | 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. <u>Neither significance nor relative importance are attributed to the features listed.</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"> • No set answer is expected. • At higher levels answers might establish criteria against which to judge the validity of the interpretation. • 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 | Mark | Guidance |
|----------|--|--|--|------|----------|
| | | | <ul style="list-style-type: none"> • Answers might consider how the involvement of the nobility in the wars prevented unrest at home <p>In challenging the hypothesis in the question:</p> <ul style="list-style-type: none"> • Answers might consider the establishment of the 'state within the state' in the Midi • Answers might consider the presence of Spanish troops in France supporting the Catholic League • Answers might consider how Calvinism undermined the authority of the Crown and therefore stability and unity • Answers might consider the financial damage caused by the war and how the debt undermined unity • Answers might consider the impact of massacres on the stability of France • Answers might consider how the existence of Calvinism amongst a community of believers struck at the core of Gallicanism, which unified the country • Answers might consider the economic damage caused by the war and its impact on stability | | |

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> |
| | 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. |

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