

GCE

History A

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

A Level

Mark Scheme for June 2025

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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 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 available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses..

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. 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 is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

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
	Simple comment
	Unclear
	View

Annotation	Meaning
S	Synthesis
C	Continuity/Change

Question			Answer	Mark	Guidance
1			Evaluate the interpretations in both of the two passages. Explain which you think is more convincing as an explanation of the extent to which Richelieu strengthened royal authority. In locating the Interpretations within the wider historical debate, answers might suggest that Interpretation A argues that Richelieu's administration damaged royal authority. • In evaluating Interpretation A, answers might argue that his financial policy amounted to fiscal terrorism as he was not interested in any aspect provided it produced funds. • Answers might argue the reaction after his death is evidence he almost destroyed the monarchy. • Answers might argue Richelieu did not reform an out-dated tax system and passed it on in a worse condition, thus weakening royal authority. • Answers might argue that he developed the office of <i>intendant</i> to by-pass the existing administrative system, which strengthened royal authority. • Answers might argue that many officials were incompetent and this weakened royal power. • Answers might argue that administration was inefficient as the cost to the state of <i>rentes</i> and office holders was half the possible Crown income and at times more than Crown income.	30	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> 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. • 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 will reach a balanced judgement as to which they consider the most convincing about the issue in the question. • To be valid judgements they 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 sources, in line with the descriptions in the levels mark scheme.

Question			Answer	Mark	Guidance
			In locating the Interpretations within the wider historical debate, answers might suggest that Interpretation B argues that Richelieu restored the authority of the crown. • In evaluating Interpretation B, answers might argue that central to the constitution was the king whose power, Richelieu believed, must be absolute in theory and practice. • Answers might argue that Richelieu developed ministerial absolutism and it was this that allowed the Frondes to be defeated. • Answers might argue Richelieu encouraged the development of an evolving bureaucracy. • Answers might argue he elevated a few ministers and reduced the size of the decision-making body, giving the monarch more power. • Answers might argue he increased royal authority in the provinces, removing 12/16 governors. • Answers might argue the role of the <i>intendants</i> was increased. • Answers might argue he by-passed the judicial powers of the <i>Parlement</i> and by selling offices he reduced its prestige. • Answers might argue he failed to tackle the financial problems of France, which weakened royal authority.		

Question			Answer	Mark	Guidance
2*			‘Royal authority in France in the period from 1610 to 1715 depended mainly on the personality of the king.’ How far do you agree? Answers might consider some of the following themes: the theory of absolutism, personality of the monarchs, centralisation, provincial administration, the nobility, finance. In supporting the hypothesis in the question, • It might be argued Louis XIV’s image as the sun-king strengthened royal authority. • Answers might consider how propaganda highlighted the achievements of Louis XIV. • Answers might consider that the period was dominated by two monarchs and Louis XIV might be described as a ‘great man’ who overshadowed other elements. • Answers might consider that Louis XIV ruled without a chief minister and dominated policy. • Answers might consider how Louis XIV personality drew nobles to Versailles. • Answers might consider the weakness of royal authority during periods of minority rule, suggesting the personality of the monarch mattered. In challenging the hypothesis in the question,	25	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. • No set answer is expected. • At higher levels answers might establish criteria against which to judge the key issue. • 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
			• It might be argued that under Louis XIII it was Richelieu who dominated and that there was ministerial absolutism, limiting the role of the monarch. • Answers might consider Louis XIII personality did not prevent noble unrest. • Answers might consider the development of centralisation and how far it permitted the growth in royal authority. • Answers might consider the weak state of royal finances and how it limited royal authority. • Answers might consider religious divisions, particularly the presence of the Huguenots, and its impact on royal authority. • Answers might consider noble privileges and their impact on royal authority. • Answers might consider the extent to which provincial administration limited royal authority.		

Question			Answer	Mark	Guidance
3*			Throughout the period from 1610 to 1715, religious developments had little impact on French society. How far do you agree? Answers might consider some of the following themes: support for the monarchy, unity, support for Huguenotism, nationalism, impact on nobility, economic impact In arguing that religious development had little impact, it might be argued that Catholicism brought a sense of unity and that most of the population remained Catholic and Gallican • Answers might consider the extent to which French society remained divided • Answers might consider the creation of national unity by the expulsion of Huguenots with the Revocation of the Edict of Nantes • Answers might consider the restrictions imposed on Huguenots between 1661 and 1679, which pleased the majority who objected to their privileges. • Answers might consider the conversion of many Huguenots to Catholicism helped to create a sense of unity • Answers might consider the conversion of many Huguenots to Catholicism undermined any economic impact on society • Answers might consider the impact of the <i>dragonnades</i> in creating a sense of nationalism.	25	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. • No set answer is expected. • At higher levels answers might establish criteria against which to judge the key issue. • 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
			• Answers might consider the extent to which issues such as Jansenism or Quietism impacted the majority of the population • Answers might consider that Louis XIV quarrel with the Papacy led to an alliance with Gallican nobility. In arguing that religious developments had a significant impact, it might be argued religious divisions weakened French society. • Answers might consider the Huguenot strongholds, such as La Rochelle, allowed a privileged group to exist until the Revocation of the Edict of Nantes. • Answers might consider the Huguenots had noble, and therefore powerful, support. • Answers might consider the involvement of Huguenots in revolts in Bearn and Navarre, La Rochelle and their ability to arm themselves could be seen as a threat and revolts continued even after the Revocation of Nantes. • Answers might consider the Huguenots looked to Geneva for support and this went against monarchs with hopes of 'divine' rule and absolutist tendencies. • Answers might consider Jansenism undermined the sacrality of the throne. • Answers might consider Louis XIV did much to alienate public opinion with his support for the Jesuits.		

Question			Answer	Mark	Guidance
			• Answers might consider the religious policies of Louis XIV undermined stability • It might be argued that the economic impact of the Revocation of Edict of Nantes was the most serious as many skilled Huguenots left France		
4*			‘Fighting wars hindered rather than helped France in its rise to power in the period from 1610 to 1715.’ How far do you agree? Answers might consider some of the following themes: dynastic, political, economic, social, religious, taxation. In supporting the hypothesis in the question, • It might be argued that the cost of wars had a major impact. • Answers might consider that by the end of the period Louis XIV had alienated most of Europe. • Answers might consider the growing alliances against France. • Answers might consider the reversals of gains following the Treaty of Utrecht. • Answers might consider that wars seriously weakened France economically. • Answers might consider the impact of the Dutch War 1672-9 which created alarm and anti-French coalitions rather than continuing the policies of the Cardinals in allying with Dutch and German princes.	25	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. • No set answer is expected. • At higher levels answers might establish criteria against which to judge the key issue. • 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
			• Answers might consider how war damaged France's international position and created resentment. • Answers might consider the failures of the Nine Years' War. In challenging the hypothesis in the question, • It might be argued that wars allowed France to secure its natural borders. • Answers might consider that wars helped enhance Louis XIV's glory. • Answers might consider the territorial gains made by France . • Answers might consider France destroyed Habsburg superiority. • Answers might consider France became the strongest power in Europe . • Answers might consider the recovery of France's international position under Richelieu. • Answers might consider it was later wars that damaged France's reputation, creating resentment, fear and jealousy.		

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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