

GCE

History A

**Unit : Y310/01 The Development of the Nation State: France
1498 - 1610**

Advanced GCE

Mark Scheme for June 2017

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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 nature of the French monarchy during the reign of Francis I</p> <p>In locating the Interpretations within the wider historical debate, answers might argue that Interpretation A argues that the monarchy was consultative.</p> <p>1.</p> <p>In evaluating Interpretation A,</p> <ul style="list-style-type: none"> • Answers might argue that monarchy was limited because of the foundations of medieval privilege on which it was built. • Answers might argue that Interpretation A is valid because royal legislation was subject to registration by parlements. • Answers might argue that Interpretation A is valid because Francis set up the parlement of Rouen. • Answers might argue that interpretation A is valid because the enforcement of law depended upon a willingness to obey. • Answers might argue that Interpretation A is invalid because Francis raised taxes without the consent of representatives in the pays d'états <p>In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B argues that the monarchy was authoritarian.</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

			<ul style="list-style-type: none">• Answers might argue that local privileges were frequently ignored.• Answers might argue that interpretation B is valid as the bulk of the population was not consulted.• Answers might argue that interpretation B is valid because consultation was limited and when it took place was a sham.• Answers might argue that interpretation B is valid as provincial authority was undermined.• Answers might argue that interpretation B is invalid because provincial estates survived.		
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2*		<p>Mark Scheme Section B</p> <p>‘France was no more unified in 1610 than it was in 1498.’ How far do you agree with this view?</p> <p>In supporting the hypothesis in the question, it might be argued that the civil wars destroyed what unity had been achieved.</p> <ul style="list-style-type: none"> • Answers might consider that there were religious divisions at the end of the period between Catholic and Huguenot, which had not been present at the start of the period. • Answers might consider the problem of raising finances and of local privileges. • Answers might consider the social and economic impact of the Wars of Religion, which eroded centralization. • Answers might consider that the survival of regional dialects hindered unity. <p>In challenging the hypothesis in the question, it might be argued that Henry IV did much to rebuild unity after the Wars of Religion.</p> <ul style="list-style-type: none"> • Answers might consider that there was geographical unity with the completion of the hexagon. • Answers might consider that the legal reforms, such as Villers-Cotterets did help unity. • Answers might consider that the country was more unified in resisting attack, such as in 1595 to drive out Spanish troops. • Answers might consider whether a more centralized and bureaucratic form of government had been established. 	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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3*		<p>'Religion helped rather than hindered the development of France in the sixteenth century.' How far do you agree?</p> <p>In supporting the hypothesis in the question, it might be argued that the concept of 'one faith' helped provide unity.</p> <ul style="list-style-type: none"> • Answers might consider that the Catholic Church united to attack heretical groups and forced them onto the defensive. • Answers might consider that Gallican principle bound together a community of believers. • Answers might consider that the majority of Frenchmen remained Catholic. • Answers might consider that the authority of the French monarchy was based on the sacred nature of their kingship. <p>In challenging the hypothesis in the question, it might be argued that the religious divisions created by the Wars of Religion hindered political, economic and social development.</p> <ul style="list-style-type: none"> • Answers might consider that Protestantism created tensions at court and in academic and religious circles which hindered the development of the nation-state. • Answers might consider that the support given by some nobles to the Huguenots and the creation of the 'state within a state' weakened the development of the nation state. • Answers might consider that even after the Wars of Religion there was bitterness and intolerance, which divided the country. • Answers might consider that the creation of the Catholic League weakened the development of the state. 	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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4*		<p>Assess the impact of warfare on the stability of France in the period from 1498 to 1610.</p> <p>In supporting the hypothesis in the question, it might be argued that it helped unify the nation, both in the wars against the Habsburgs, and to drive out Spain in 1595.</p> <ul style="list-style-type: none"> • Answers might consider that it brought the Bourbons to the throne and allowed the monarchy to emerge stronger and build on earlier Valois achievements • Answers might consider that the Italian wars occupied the nobility and prevented unrest in the first half of the period. • Answers might consider that warfare hit the finances of the nobility and made it harder for them to maintain their power and challenge the monarchy. • Answers might consider how the factious behaviour of the nobles during the Wars of Religion war led to their exclusion from administrative positions. <p>In challenging the hypothesis in the question, it might be argued that Wars divided the nation, as during the Wars of Religion</p> <ul style="list-style-type: none"> • Answers might consider that the cost of warfare created financial instability and encouraged social unrest. • Answers might consider that warfare created a state within a state and also led to a foreign force being invited into the nation. • Answers might consider that war encouraged the development of resistance theories. • Answers might consider that war allowed some families, such as the Guise, to pursue their personal ambition. 	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

	<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.

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

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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