

A-LEVEL

History

Component 2H France in Revolution, 1774–1815

Mark scheme

7042

June 2017

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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June 2017

A-level

Component 2H France in Revolution, 1774–1815

Section A

- 01** With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying the failure of Napoleon's Russian campaign in 1812. **[30 marks]**

Target: AO2

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.

Generic Mark Scheme

- L5:** Shows a very good understanding of all three sources in relation to both content and provenance and combines this with a strong awareness of the historical context to present a balanced argument on their value for the particular purpose given in the question. The answer will convey a substantiated judgement. The response demonstrates a very good understanding of context. **25-30**
- L4:** Shows a good understanding of all three sources in relation to both content and provenance and combines this with an awareness of the historical context to provide a balanced argument on their value for the particular purpose given in the question. Judgements may, however, be partial or limited in substantiation. The response demonstrates a good understanding of context. **19-24**
- L3:** Shows some understanding of all three sources in relation to both content and provenance together with some awareness of the historical context. There may, however, be some imbalance in the degree of breadth and depth of comment offered on all three sources and the analysis may not be fully convincing. The answer will make some attempt to consider the value of the sources for the particular purpose given in the question. The response demonstrates an understanding of context. **13-18**
- L2:** The answer will be partial. It may, for example, provide some comment on the value of the sources for the particular purpose given in the question but only address one or two of the sources, or focus exclusively on content (or provenance), or it may consider all three sources but fail to address the value of the sources for the particular purpose given in the question. The response demonstrates some understanding of context. **7-12**
- L1:** The answer will offer some comment on the value of at least one source in relation to the purpose given in the question but the response will be limited and may be partially inaccurate. Comments are likely to be unsupported, vague or generalist. The response demonstrates limited understanding of context. **1-6**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students must deploy knowledge of the historical context to show an understanding of the relationship between the sources and the issues raised in the question, when assessing the significance of provenance, the arguments deployed in the sources and the tone and emphasis of the sources. Descriptive answers which fail to do this should be awarded no more than Level 2 at best. Answers should address both the value and the limitations of the sources for the particular question and purpose given.

Source A: in assessing the value of this source, students may refer to the following:

Provenance, tone and emphasis

- the source is from the writings of a high-ranking Marshall who participated in the campaign in Russia and witnessed events at first hand
- the source was written after the events it describes from an author anxious to portray his own achievements in a good light for the benefit of his son
- it provides a personal opinion, written with the benefit of hindsight
- it has a self-important tone with an emphasis on personal achievement undermined by the failure of others.

Content and argument

- Macdonald suggests Napoleon's failure was because he was let down by those who were supposedly allied to/serving him
- Macdonald is proud of his success against the Russian armies but feels let down by the failure of the Prussian General Yorck to follow up his success (since Yorck was responsible for switching Prussian allegiance in 1813 – the author is taking credit for foreseeing the Prussian General's 'treachery')
- Macdonald shows little respect for Murat – left in command of the Grand Armée following Napoleon's return to Paris in December 1812 – and suggests he is responsible for the destruction of the army in Wilna (Vilnius)
- the comment comes with the knowledge of hindsight; Murat deserted six weeks later, leaving Prince Eugène to attempt to rescue the army's desperate situation.

Source B: in assessing the value of this source, students may refer to the following:

Provenance, tone and emphasis

- the views given are those of Marshall Marmont. As a French general he was a high-level insider – likely to show a military understanding of the wars – but was not in the Russian campaign and abandoned Napoleon in 1815 – so probably ready to blame Napoleon
- the source is recorded by a second party – Greville, an English aristocrat (therefore likely to be staunchly anti-Napoleon) and an 'outsider' – although he spoke with Marmont at first hand; he is reporting a conversation that took place some years after the events being described
- the publication of the source (on Greville's instructions) after Greville's death provides an opportunity for further editing; in any case there may have been some subtle editing/

selection by Greville to convey a personal view since he obviously intended his diary to be read

- it is authoritative in tone, emphasising Napoleon's errors.

Content and argument

- Marmont believed Napoleon was himself to blame for Russian failure
- he suggests that Napoleon's strategy in maintaining a continuous advance (as used successfully elsewhere) had been inappropriate and that famine had destroyed the army before it even reached Moscow (Napoleon pushed the grand armée army rapidly through Western Russia in an attempt to bring the Russian army to battle; the first major battle was at Smolensk in August – but food supplies were already dwindling and Napoleon needed a decisive defeat)
- Marmont believes that Napoleon's error was not to stop at Smolensk (Smolensk was the first major battle of invasion – August 1812, and was technically a Napoleonic victory but it was torched by the Russians (part of the scorched earth policy) denying the French a useful supply base and adding to their logistics problems. Napoleon had originally intended to quarter here – but as the Russians retreated he pressed after them)
- Marmont believes Napoleon should have made Poland independent and recruited Polish Cossacks. (The official political aim of the campaign was to liberate Poland from the threat of Russia. Napoleon named the campaign the Second Polish War to gain favour with the Poles and provide a political pretext for his actions.)

Source C: in assessing the value of this source, students may refer to the following:

Provenance, tone and emphasis

- since the source is an official bulletin issued by Napoleon, he would have first-hand awareness of the issues facing his armies. (His readiness to write about these suggests honesty)
- the source from the Russian front on 3 December 1812, shortly before Napoleon's return to Paris (on 5 December); its publication in *Le Moniteur* a fortnight later (after Napoleon's return) confirms that this is 'official' and that Napoleon must have fallen into despair to allow such news to be published in France (after earlier propagandist writing)
- it is intended for public reading and it is possible Napoleon used this to try to help enlist further recruits
- it has an air of despair, tempered by the comment on the readiness of the 'superior' men to see glory in adversity; its emphasis is on the weather/cold as a cause of the army's misfortunes.

Content and argument

- it contends that freezing weather was the sole cause of the army's misfortunes
- it argues that the French armies were doing well until temperatures began to plummet after 6 November – and that the change to misfortune was rapid. (This dismisses the fact that the main body of Napoleon's Grande Armée had been reduced by a third in the first eight weeks of the invasion through desertions, disease, casualties and lack of food, but it is also true the army was equipped with summer clothing and suffered hypothermia as well as starvation)
- it explains the need to keep marching in relation to the loss of cavalry and artillery and ascribes the change to 'fate' (a term historians would be wary of)
- it applauds the 'superior' men who still saw glory over those who succumbed to despair

(this is typical of Napoleonic rhetoric which sought to put a bright gloss on everything that was reported).

Section B

- 02** ‘Between the October Days of 1789 and September 1791, the National Assembly completely dismantled the Ancien Régime.’

Assess the validity of this view.

[25 marks]

Target: 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.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Points agreeing that the National Assembly completely dismantled the Ancien Régime between the October Days of 1789 and September 1791 might include:

- the subordination of Church to State: November 1789, the National Assembly confiscated all Church property; 1790: Civil Constitution of the Clergy
- the new constitution of September 1791 provided for a limited monarchy (suspensory veto only) and a new administrative system of 83 départements; there were elections at all levels
- citizens were given full equality before the law; standardised courts; the sale of judicial offices was abolished, citizen-juries established and torture abolished
- economic reforms brought uniform weights and measures, guild restrictions abolished and internal customs removed; titles disappeared and careers were open to talents.

Points challenging the view that the National Assembly completely dismantled the Ancien Régime between the October Days of 1789 and September 1791 might include:

- the continuation of monarchy and monarchical power and influence
- continuing division of society by wealth (privilege of wealth replaced birth and prevented the advance of the lower groups in society)
- lack of educational opportunities prevented social advance; citizens were divided into active and passive – for the latter their position remained much as before
- the livret restricted workers and trade unions were forbidden.

Students are likely to suggest that there was greater change than continuity but they should show some awareness that despite the ‘legal’ measures, life did not dramatically change for the greater part of the population. Reward any well-argued and substantiated response.

- 03** How significant was the rising in the Vendée in the radicalisation of the revolution in 1793? **[25 marks]**

Target: 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.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Points agreeing that the rising in the Vendée was significant in the radicalisation of the revolution in 1793 might include:

- the rising threatened the revolutionary changes (particularly in relation to the Church but also social and economic changes)
- the rising forced leaders, such as Robespierre, to resort to more drastic measures in order to contain internal problems at a time of external war
- the revolt exemplified division in France with Catholic peasantry supporting nobles and clergy; it forced the authorities to accept new centralised means of control-defying revolutionary principles, e.g. Representatives on mission and the Committees of Public Safety and General Security
- it demanded the removal of troops from the frontline and threatened to undermine the war effort; it thus provided justification for Jacobin control.

Points suggesting that the rising in the Vendée was less/not significant in the radicalisation of the revolution in 1793 might include:

- the Vendée was only a limited area of France and the revolt was rapidly crushed; the federalist revolt was also an agent of change and lasted longer
- the economic, social, and political discontent of the urban working classes (sans-culottes) was a more important force propelling the Revolution in the direction of radicalism
- the war (and accompanying economic hardship) was a major agent of radical change forcing increased centralisation of government
- the ambitions of Robespierre and the Jacobins who had established new instruments of central control were key to radicalisation.

Students are likely to conclude that the Rising in the Vendée was significant since it came at a time of great danger to the Republic and revolution and encouraged changes that would ultimately undermine some of the earlier revolutionary ideas. However, it could be argued that the revolt was localised and crushed fairly rapidly and its significance is therefore less than other factors – particularly the external war – in radicalising the revolution. As always the argument adopted is less important than the way a student argues and supports the points made.

- 04** ‘Personal ambition was more important than revolutionary principles in Napoleon’s consolidation of power in the years 1799 to 1804.’

Assess the validity of this view.

[25 marks]

Target: 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.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Points agreeing that personal ambition was more important than revolutionary principles in Napoleon's consolidation of power in the years 1799 to 1804 might include:

- following the Coup de Brumaire he took steps to thwart Sieyès' plans for an equal three-man consulate, to make himself first consul; Napoleon ensured the Law of Brumaire provided an authoritarian constitution; he packed the Council of State and Senate with his supporters
- his move to become Consul for Life (1802) and Emperor (1804) – providing a hereditary position – was achieved through repression and reform; he used gifts of land and money and made the Concordat (1801), to ensure support – and give himself the right to nominate bishops and clergy; the 'people' were referred to as 'subjects' not 'citizens'
- he used plebiscites to give apparent legitimacy to his actions but intimidation, censorship and curbs on freedom of speech contradicted earlier revolutionary principles
- to win support of the wealthy (who might otherwise favour a royal restoration), the right to vote was made dependent on taxation (the promise not to restore Church lands was designed to win over the purchasers of the biens nationaux rather than fulfil the revolutionary ideas).

Points challenging the view that personal ambition was more important than revolutionary principles in Napoleon's consolidation of power in the years 1799 to 1804 might include:

- Napoleon established elaborate constitutions with checks and balances and based on elections – in keeping with the constitutional ideas of the revolution; plebiscites were another form of popular vote
- Napoleon upheld the destruction of feudalism, liberty of conscience (through religious toleration) and supported careers open to talent, a fair judicial system and economic reform; the clergy remained salaried officials of the state
- Napoleon's drive for order and efficiency was in order to consolidate the revolution – protecting rights of property, equality and liberty; he maintained revolutionary personnel and continued to use the Republican calendar
- Napoleon had to create a strong position for himself in order to enforce principles which earlier revolutionaries had never been able to enforce.

Students may choose to argue that Napoleon was driven by revolutionary principles and that his efforts to order the state and increase his own authority were essential steps to enable him to carry through revolutionary reforms – which the earlier chaotic revolutionary regimes had not been able to implement. On the other hand, it is likely that many will stress Napoleon's personal ambition and selective reference to revolutionary principles – particularly 'liberty'. Look for a well-argued and substantiated answer, whatever view is taken.