
AS-LEVEL HISTORY

Unit HIS1F: France in Revolution, 1774–1815
Mark scheme

1041
June 2015

Version V1: Final Mark Scheme

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.

Further copies of this Mark Scheme are available from aqa.org.uk

Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level students. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Students who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which students meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a student performing at the highest AS level is already well prepared for the demands of A2.

CRITERIA FOR MARKING GCE HISTORY:**AS EXAMINATION PAPERS****General Guidance for Examiners (to accompany Level Descriptors)**

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that students might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other students' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Students should never be doubly penalised. If a student with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a student with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

June 2015

GCE AS History Unit 1: Change and Consolidation

HIS1F: France in Revolution, 1774–1815

Question 1

01 Explain why the Tennis Court Oath was taken on 20 June 1789. **[12 marks]**

Target: AO1(a), AO1(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

L2: Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

L3: Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

L4: Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

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.

Answers should include a range of reasons as to why the Tennis Court Oath was taken on 20 June 1789.

Students may refer to the following long-term factor:

- the expectations of the Third Estate that the Estates General would be an opportunity to tackle the injustices of the Ancien Regime, as set out in the cahiers, and also their

ambitions to become a political force which had been clear before the Estates General met e.g. in Sieyès' pamphlet 'What is the Third Estate?'

and some of the following short term/immediate factors:

- the failure of the government to sort out the voting system which led to weeks of inaction and so growing frustration
- the actions of Louis XVI specifically – his failure to exert his authority, his reluctance to meet with the Third Estate or realise their frustrations and then his error in closing their meeting room on June 20th
- the misunderstandings linked to the locked and guarded hall of 20 June which triggered the move of the National Assembly to the Tennis Court
- the presence of large numbers of troops in and around Paris, giving rise to rumours about the King's intentions.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might emphasise that being locked out of the meeting hall was the trigger for the Oath and that it was the long standing grievances and/or the events that had taken place since the Estates General started in May that were the real causes of the Oath being taken.

Question 1

- 02** How far did the National (Constituent) Assembly reform French society and government between June 1789 and September 1791? **[24 marks]**

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

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 should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views.

Factors suggesting that the Constituent Assembly brought about reform in France might include:

- the August Decrees of 1789 ended the feudal system; equality as a principle was established. Tithes, financial privileges, tax exemptions, seigneurial courts were all abolished
- the Declaration of the Rights of Man also laid down citizens' rights to equality of treatment before the law, and set out the principles on which the new Constitution was to be based
- France became a constitutional monarchy
- reform of the political system meant that 'active' citizens could now vote at local and national levels
- justice was now to be fair and available to everyone
- taxes on land and property were introduced, and gabelle and indirect taxes were abolished
- church land was sold, pluralism ended, clergy to be elected and Protestants were to receive equal civil rights and toleration
- France was restructured into departments.

Factors suggesting that the National Assembly did not reform France or that reform was limited in some areas might include:

- the democracy that was introduced was only indirect. The distinction between 'active' and 'passive' citizen meant that only those with wealth could vote. Only 61% of men ended up with the vote (and no women)
- the King was never to become a constitutional monarch because Louis did not accept the constitution
- real equality of opportunity did not always happen e.g. in local administration where the bourgeoisie came to dominate
- social divisions remained with the bourgeoisie benefitting from the Chapelier Law, abolition of Guilds and sale of church lands, and little was done to help the poor
- although the August Decrees had freed peasants in theory from their feudal dues, in practice they had to pay compensation to their landowners.

Good answers are likely to/may show an awareness that while reform was fundamental in some areas such as the legal system, genuine social reform was less easy to accomplish. This was also due to the bourgeoisie members of the Constituent Assembly who were making the reforms and who intended to keep power in their hands.

Question 2

03 Explain why the September Massacres took place in 1792. **[12 marks]**

Target: AO1(a), AO1(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

L2: Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

L3: Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

L4: Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

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.

Answers should include a range of reasons as to why massacres took place in September 1792.

Students may refer to some of the following factors:

- France was facing military defeat with the Prussians approaching Verdun and this led to panic in Paris and fear of 'the enemy within'. Lafayette had also defected which increased this fear
- the sans-culottes had grown in power and influence throughout 1792 as shown by the journées in June and August. They were becoming increasingly radical and determined to further the revolution
- the prisons of Paris contained nobles, priests and royalists who had been rounded up as counter-revolutionaries; rumours started saying that they were about to escape and hand over Paris to the Prussians
- Marat called for conspirators to be killed
- the Commune made no attempt to stop them – nor did Danton who was Minister of Justice.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might stress the link between the growing radicalism of the sans-culottes and the panic caused by the approaching Prussians which made for an explosive situation, or they might point out that the lack of government intervention in stopping the massacres in the face of the power of the sans-culottes was key. Alternatively, they might see Marat as the spark which inflamed a very tense situation.

Question 2

- 04** How far was the Terror, in the years 1793–1794, due to the need to end counter-revolution? **[24 marks]**

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

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 should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views.

Factors suggesting that the Terror developed due to the need to end counter-revolution might include:

- fear that the nobles and refractory priests were plotting to overthrow the regime had become more intense with the outbreak of war and the execution of the King
- wartime failures in the first half of 1793 had spread fear of counter-revolution further. This was fuelled by the defection of leading generals, increasing economic difficulties and opposition to the levees
- the counter-revolutionary rising in the Vendée alarmed the Convention and they wanted to end it by force; they set up a number of 'extraordinary' bodies to combat this counter-revolution
- the Federalist revolt also alarmed the Convention and was seen as counter-revolutionary thus forcing the government further down the path of Terror.

Factors suggesting that the Terror was caused by factors other than counter-revolution might include:

- the impact of war – especially war-time failure and its economic/military demands
- the impact of the sans-culottes who pressed for increasingly radical measures to further the revolution e.g. economic and religious terror
- Robespierre, who dominated politics from July 1793 and who believed that the Terror was a way of getting rid of anyone who did not believe in the 'General Will' as he saw it
- the self-perpetuating nature of the Terror which after the Law of Suspects (September 1793) and the show trials (October-November 1793) attained its own momentum.

Good answers are likely to/may show an awareness that although counter-revolution played an important role in the development of the Terror, it was actually caused by a combination of different factors working together. Alternatively, they could choose either counter-revolution or one of the other factors to put forward as the key reason for the terror and argue a case for this.

Question 3

05 Explain why Napoleon made a Concordat with the Catholic Church in 1801. **[12 marks]**

Target: AO1(a), AO1(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

L2: Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

L3: Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

L4: Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

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.

Answers should include a range of reasons as to why Napoleon made a Concordat with the Catholic Church in 1801.

Students might include some of the following factors:

- Napoleon realised the importance of religion as a uniting and stabilising force and so hoped the Concordat would heal the divisions that had existed in France since the Civil Constitution of the Clergy in 1790 had deprived the Pope of influence
- a Concordat with the Pope would enhance Napoleon's own glory and prestige, validate his regime and win him support – so increasing his chances of becoming Emperor
- a Concordat would stop Catholicism being identified with the royalist cause; it would possibly win over nobles and ensure the loyal support of the Church to his regime
- the Concordat guaranteed that the biens nationaux would not be returned to the Church – so another motive could have been to win the support of the owners of this land

- during the Directory, Catholic worship had become more open and so this made it easier to introduce – there was less chance of a left-wing reaction
- the election of Pope Pius VII in 1800 offered an opportunity for a new agreement and the French army's success in Italy was likely to ensure favourable terms at this time.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might argue that, while he wanted to restore peace in the Church and so keep French people contented, his main motive was to strengthen his position and win support for his regime.

Question 3

06 How far had equality within French society been achieved by 1815? **[24 marks]**

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**

L2: Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**

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L4: Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**

L5: Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

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 should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views.

Factors suggesting that equality had been achieved by 1815 might include:

- the end of feudalism and the establishment of equality of Frenchmen before the law – which Napoleon enshrined in the Civil Code
- fairer taxation
- careers at least in theory were open to talent and promotion by merit (e.g. within the army)
- religious toleration (although Catholicism was recognised as the religion of the majority in the Concordat.)
- political involvement, e.g. use of plebiscites under Napoleon
- increased educational provision under Napoleon.

Factors suggesting that equality had not been achieved might include:

- the reintroduction of a system of honours and titles after 1800 (and Napoleon's own hereditary position)
- the limitations on education – lycées for the sons of army officers and little interest in girls' education
- legal changes under Napoleon which emphasised the rights of fathers and males over women
- the livret and curbs on unions and workers
- the lack of influence for peasants and non-property owners; bourgeoisie dominated military and administrative posts and money could still buy into a profession or the civil service.

Good answers are likely to/may show an awareness that despite the gains of the Revolution and the guarantees of equality in the law, the reality of Napoleonic France meant that inequality existed in most areas of life by 1815; despite Napoleon's claims to have preserved equality, this was not one of his priorities.

Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator: www.aqa.org.uk/umsconversion