



A-LEVEL HISTORY

Unit HIS3H: Monarchies and Republics in France, 1815–1875

Mark scheme

June 2015

Version 1: 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.

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

Generic Introduction for A2

The A2 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 a good historian must be able to combine a range of skills and knowledge. 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 low Level 2 if some comment is included. Students who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at Level 2 or low Level 3 depending on their synoptic understanding and linkage of ideas. Students who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(b)) and will have access to the higher mark ranges.

To obtain an award of Level 3 or higher, students will need to address the synoptic requirements of A Level. The open-ended essay questions set are, by nature, synoptic and encourage a range of argument. Differentiation between performance at Levels 3, 4, and 5 therefore depends on how a candidate's knowledge and understanding are combined and used to support an argument and the how that argument is communicated.

The mark scheme emphasises features which measure the extent to which a candidate has begun to *'think like a historian'* and show higher order skills. As indicated in the level criteria, students will show their historical understanding by:

- The way the requirements of the question are interpreted
- The quality of the arguments and the range/depth/type of material used in support
- The presentation of the answer (including the level of communication skills)
- The awareness and use of differing historical interpretations
- The degree of independent judgement and conceptual understanding shown

It is expected that A2 students will perform to the highest level possible for them and the requirements for Level 5, which demands the highest level of expertise have therefore been made deliberately challenging in order to identify the most able students.

CRITERIA FOR MARKING GCE HISTORY:**A2 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 candidate 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 candidate 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:

- Depth and precision in the use of factual information
- Depth and originality in the development of an argument
- The extent of the synoptic links
- 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)
- The way the answer is brought together in the conclusion

June 2015

A2 Unit 3: The State and the People: Change and Continuity

HIS3H: Monarchies and Republics in France, 1815–1875

Question 1

01 ‘The weaknesses of monarchy in the years 1815 to 1848 were caused by the personal failings of the monarchs.’

Assess the validity of this view.

[45 marks]

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

Generic Mark Scheme for essays at A2

Nothing written worthy of credit.

0

L1: Answers will display a limited understanding of the demands of the question. They 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, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. 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 demands of the question. They will **either** be primarily descriptive with few explicit links to the question **or** they may contain explicit comment but show limited relevant factual support. They will display limited understanding of differing historical interpretations. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. Answers will be coherent but weakly expressed and/or poorly structured. **7-15**

L3: Answers will show an understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. **16-25**

L4: Answers will show a good understanding of the demands of the question. They will be mostly analytical in approach and will show some ability to link ideas/arguments and information and offer some judgement. Answers will show an understanding of different ways of interpreting material and may refer to historical debate. Answers will be well-organised and display good skills of written communication. **26-37**

L5: Answers will show a very good understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical understanding, informed

by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be well-structured and fluently written. **38-45**

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.

Some students may suggest that the restored monarchy was in fact doomed from the outset, and hence the failure cannot be due to individual monarchs. Similarly, the prevalence of economic and social unease may well be considered the most important factor behind the events of 1848.

In support of the premise, students might refer to the following material:

- Louis XVIII lacked the appeal and the charm to unite the country behind him or indeed the concept of restored monarchy
- the mismanagement of Louis' reign may be attributed in large measure to him. His failure to govern his brother, who subsequently became a focus for the discontented Ultras, proves direct responsibility for the weaknesses of monarchy in the period
- the inability to manage political groupings was mirrored by both Charles and Louis-Philippe, neither of whom was able to inspire the sort of love for monarch or monarchy that potentially could have stabilised the regimes. Louis simply tried too hard to be all things to all people, whilst Charles sought to distance himself from the populace by means of the imagery of absolutism
- whilst Charles X was able to make decisions quickly, although also rashly, both Louis XVIII and also Louis-Philippe quickly acquired a reputation as plodders unable to engage with the politics or speed of the modern world
- all monarchs were so concerned with imagery that they may have damaged their prospects. Louis XVIII tried to extract himself from the baggage train of the victors of the Napoleonic Wars, Charles X resorted to a fictitious enactment of an absolutist regime, and Louis-Philippe was unsure quite of whom he should be appealing to at any one time.

Nevertheless, there are other factors that might be considered:

- 1848 may be seen simply as the culmination of processes sent in motion in 1789
- this view might be combined with the argument that the restoration of 1815 was doomed
- the allies had done little to endear Louis to his people, especially after he so eagerly agreed the Treaty of Paris
- economic events are significant. Charles X's reputation was damaged by the events of the continuing depression from 1824 onwards. Hardly something in his control
- the Ultras were not the creation of the monarchs
- untoward events such as the assassination of the Duc de Berry in 1820 changed the political landscape in manner that seriously weakened monarchy
- the émigrés and their discontent did much to further weaken monarchy
- disappointing social and economic reform, especially under Louis-Philippe, was not his fault alone. Weak and ineffectual ministers, or indeed characters such as Polignac, did further damage to monarchy.

Question 2

- 02** 'The Second Empire was so easily established in 1852 because of the personal qualities of Louis Napoleon.'
Assess the validity of this view. **[45 marks]**

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

Generic Mark Scheme for essays at A2

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- L2:** Answers will show some understanding of the demands of the question. They will **either** be primarily descriptive with few explicit links to the question **or** they may contain explicit comment but show limited relevant factual support. They will display limited understanding of differing historical interpretations. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. Answers will be coherent but weakly expressed and/or poorly structured. **7-15**
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Indicative content

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Students should be able to address a range of reasons for the apparent ease with which the Republic was established. Many will probably combine long and short-term factors, and indeed might be expected to indicate the importance of the events of 1848. Whilst there may be some challenge to the concept of the Empire being easily established, less debate is expected on this issue.

Students may refer to some of the following material in support of the notion that Louis Napoleon's personal qualities were central:

- Louis Napoleon had a clear and firm direction. Despite the image of a ditherer the fact remains he successfully rose to power from obscure origins to become Emperor in just four years
- Louis Napoleon had a deep sense of destiny, believing it was his duty to restore the Bonaparte family to its central place in French politics
- Louis Napoleon had tried to seize power previously. The rising in Strasbourg in 1836 and Boulogne in 1840 proves his determination and sense of purpose. 1852 was not simply a chance event but was the culmination of a lifetime of ambition. That he escaped from prison is a further reflection of this character
- Louis Napoleon's decision not to play a part in the June Days was a political masterstroke
- Louis Napoleon played on fears from 1848 of political and social disorder. His 'Party of Order' was nothing of the sort but did elicit much popular support – including from the Catholic Church
- as president, Louis Napoleon did nothing to disenchant those who had voted in favour of change
- reaction to the 1849 Paris uprising was moderate and won Louis Napoleon support.

Nevertheless, there are a number of other factors to consider:

- there never was an effective Bonapartist party. If Louis Napoleon had outstanding qualities they seemed to go largely unrecognised. Any supporters in 1848 were not linked together in any form of national organization
- Louis Napoleon made a very poor impression in the Constituent Assembly. He was a poor speaker, had a German accent and lacked charisma
- Louis Napoleon was elevated to power precisely because he lacked popular support. Thiers and others expected that they could use him as an uncontroversial figurehead for a regime of their own
- one of Louis Napoleon's greatest, and perhaps only, asset was his name and family association
- the populace had good reason to want authoritarian rule. The Catholic Church felt threatened by the Red Republicans. This would endear him for the seizing of power but not for president
- the failures of Louis-Philippe were probably far more significant. France was bored and so looked for the return to a Napoleon type gloire
- students might be expected to engage with the issue of how easily established the Republic was. The speed with which events occurred might well be used as evidence to support the

question. However, the transience of the Republic and its quick demise might also be used as evidence for the unsteady foundations and suggest that it was the failings of the republic that accounts for the Empire

- Republicanism itself had become something to be feared as a consequence of the Europe-wide events of 1848.

Question 3

- 03** 'By 1869–1870, Napoleon III had successfully established a Liberal Empire.'
Assess the validity of this view.

[45 marks]*Target: AO1(a), AO1(b), AO2(b)***Generic Mark Scheme for essays at A2**

Nothing written worthy of credit.

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Napoleon III's lengthy rule was all the more astonishing considering the nature of his coming to power and the tumultuous circumstances of the 1850s and 1860s. Domestic reform and the response to economic and social crisis is therefore central to an understanding of the reign. Combined with reaction to crisis there remains a profound debate concerning the extent to which Napoleon III genuinely sought to introduce a liberal empire and how far his objective remained less ideological and more the desire simply to stay in power.

Students may refer to some of the following information in support of the premise:

- reform to the Senate, modelled on systems found outside of France, ensured that there was more ability to challenge the legislative process. The added ability to hold ministers to account by publically questioning them, gave at least an aura of liberal change
- the Corps Legislative was given the right to discuss the government's intentions and to demand a reply to questions from ministers in writing
- similarly, by the 1860s the constitutional bodies had some ability to question the content of budgets
- by 1870 it was agreed that ministers should be responsible to the Assembly and should also therefore command a majority
- the election of Ollivier as PM in 1870 perhaps proved the emergence of a parliamentary democracy
- Napoleon's drive for Free Trade was a clear feature of the Liberal Empire
- it was thus Napoleon alone that steered through the Cobden Treaty, 1860
- Napoleon relinquished his powers gradually and did so in a planned and constructive manner with the assistance of his half-brother. This was not a reactionary attempt to save the regime. Napoleon remained in control of a planned programme of increased liberalization
- the 1860s saw the creation of the right to strike and even the right to form Trade Unions.

Nevertheless, there are a number of other factors to consider:

- the Corps legislative had proven itself able to oppose the regime – few of its members felt any personal loyalty to the regime and even fewer had a personal sense of loyalty to an abstract political concept
- Napoleon became fixated on the ideas of free-trade, even if his vision was shared by few in France and was actually vehemently opposed by manufacturing interests. His became akin to a moral crusade which was unsupported by the country as a whole
- the liberalizing of the empire may be considered a move of political genius. The constitution of 1870 left Napoleon III with substantial powers and as such might be considered to have achieved the exact opposite of the Liberal Empire
- Napoleon still acted as powerful monarch. He had the right to appoint and to dispose of ministers
- Napoleon was able always to circumvent the legislative process by holding a plebiscite
- Napoleon's economic and social reforms, whilst substantial, might be argued to have little impact on creating a liberal empire. Much of the creation of easy credit and reforms to

- employment laws were about creating a culture of easy wealth creation, not of economic liberalism
- very few of those outside of the corps legislative actually had anything approaching a doctrinaire view of politics.

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