

A-LEVEL HISTORY

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

1041
June 2014

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.

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 2014

GCE AS History Unit 1: Change and Consolidation

HIS1F: France in Revolution, 1774–1815

Question 1

01 Explain why Parisians stormed the Bastille on 14 July 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 Parisians stormed the Bastille in 1789

Students might include some of the following factors:

- it was a symbol of the Ancien Regime within the working class quarter of Faubourg Saint Antoine
- it had been used to house political prisoners, imprisoned by lettres de cachet

- it was reputed to contain a store of gunpowder which the crowds needed to arm themselves against the King's soldiers who were mustering around Paris

or Students may refer to some of the following long-term factors:

- the unfair taxation system and general grievances of the Third Estate which had been expressed in the cahiers prior to the Estates General
- high bread prices and unemployment had left many Parisians hungry and ready to take to the streets in protest (Révelliion riots had already taken place earlier in the year)
- the poor economic situation fed the growing politicisation of the Parisians and anti-government feeling

and some of the following short term/immediate factors:

- the events at the Estates General and fears that the King was going to reverse by force the actions of the Third Estate in declaring themselves the National Assembly. This was reinforced by the fact that the King had large numbers of troops stationed around Paris – with extra troops arriving on 26 June and 11 July
- the actions of journalists and revolutionary speakers at the Palais Royale which further politicised the Parisian crowds
- the dismissal of Necker which triggered large-scale demonstrations against the King
- the speeches of Desmoulins and other orators which called on the Parisians to take up arms
- the refusal of the governor of the Bastille, de Launay to hand over cannon and gunpowder which made the crowds impatient.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might suggest that although the crowds were encouraged by the speakers at the Palais Royal, it was the economic situation which made them so ready to take to the streets.

Question 1

- 02** How important was the behaviour of Louis XVI after his return to Paris in October 1789 in bringing about the fall of the monarchy in September 1792? **[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. In 'how important' and 'how successful' questions, the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting that Louis' behaviour was important in bringing about the fall of the monarchy might include:

- although Louis did accept the new constitution, he did so reluctantly and this gave the impression that he was merely biding time until he could re-assert his authority
- his attempted escape to Varennes which reinforced the impression that he was untrustworthy
- Louis' use of the veto. He vetoed the laws which declared refractory clergy suspect and which stated that émigrés still out of France on 1 January would be regarded as traitors. He also vetoed laws during the war which would have deported refractory priests, disbanded the King's guard and set up a camp for the fédérés from the provinces. This use of veto increased his unpopularity. It also made it look as though he was trying to undermine the French efforts to win the war
- his dismissal of his Girondin ministers, which again made it look as though he was undermining the French war effort
- the fact that he was prepared to listen to Marie Antoinette and his sister, Madame Elizabeth, who were totally opposed to the changes.

Factors suggesting that Louis was not important in bringing about the fall of the monarchy or that other factors played a role might include:

- the growth of the political clubs which fostered political debate and encouraged the growing divisions between moderates and radicals who wanted a republic
- the war, which helped polarise opinion in France further. As the war went badly, so the King became more of a liability. The atmosphere of crisis and fear meant that the court was blamed for passing secrets to the Austrians. Many of the King's supporters fled abroad as the mood grew more militant
- the war also increased economic troubles, which exacerbated existing tensions
- the Brunswick Manifesto which increased tension further and led revolutionaries to feel that they had nothing to lose by getting rid of the king
- the growing power of the sans-culottes whose invasion of the Tuileries on two occasions in 1792 weakened the position of the King and led directly to his suspension and imprisonment.

Good answers are likely to/may show an awareness that Louis did much to turn public opinion against him, but that it was the outbreak of war which caused the series of events leading to his downfall and the establishment of a Republic.

Question 2

03 Explain why Robespierre was executed in July 1794. **[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 Robespierre lost support and was arrested and executed in July 1794.

Students may refer to some of the following long-term factors:

- support for Robespierre among the sans-culottes was falling; this was due to the execution of the Hébertists, the dissolution of the popular societies, the end of direct democracy in the Sections, the application of the Maximum to wages which led to a fall in wages and heightened discontent among the sans-culottes who were wage earners
- there was growing weariness with the Terror and the feeling that it was no longer necessary now that France had defeated both internal and external threats – order had been restored over most of the country and French troops were successfully pushing back foreign armies
- members of the CPS were turning against him due to Cult of the Supreme Being and also through feeling threatened by Robespierre

and/or some of the following short-term/immediate factors:

- Robespierre took a month away from public life and then made a speech attacking colleagues but giving no names. This caused his former colleagues – fearful that their names were on his list - to plot against him before they could be arrested
- Robespierre failed to act decisively during the coup de Thermidor to either save himself or to rally support.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might show the link between the growing weariness of the excesses of the Terror combined with Robespierre's own personal errors of judgement.

Question 2

- 04** How successful was the Directory in restoring stability to France in the years 1795 to 1799?
[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. In 'how important' and 'how successful' questions, the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting that the Directory restored stability:

- the establishment of the Directory helped end the Terror and the White Terror; the Directory was committed to restoring rule of law
- it prevented a royal resurgence – curbing the Chouans, taking action against émigrés and preventing royalist dominance in the councils through the Coup of Fructidor (1797)
- it curbed the Jacobins and left wing through the defeat of the Babeuf Plot (1796) and the Coup de Floréal (1798)
- the army was used to restore order when there were risings against the government thereby preventing changes in government for five years
- there was a return to some sort of financial stability – the reduced military expenditure after the defeat of Austria and introduction of new taxes allowed the budget to be balanced.

Factors suggesting that the Directory did not restore stability might include:

- the risings against the Directory in 1795 and the coups of 1797–1799; the growth in royalism and extremism
- the Constitution of the Year III which meant annual elections and no provision for settling disputes between the executive and the legislative in a reasonable way
- the cumbersome system of government under the Directory with too many checks and balances for efficient government
- the continual interference in election results which undermined the Directory as a system of genuinely stable government
- the reliance on the army to maintain stability which ultimately meant that an army takeover was highly likely
- the dramatic take over and change of government by Napoleon in the coup de Brumaire.

Good answers are likely to/may show an awareness that the Directory was certainly a period of stability in contrast to the preceding years of revolution, yet the new constitution combined with the continual interference in election results/reliance on the army meant that any stability was likely to be short-lived.

Question 3

05 Explain why Napoleon re-introduced titles and honours to France. **[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 introduced titles and honours.

Students might include some of the following factors:

- giving out titles was a means of rewarding powerful figures – appealing to their self-interest, vanity and desire for status. It ensured that they remained supportive of his regime. Senators were unlikely to criticise his policies when they had been given large amounts of land and money
- Napoleon gained support for his foreign policy as many of his ‘gifts’ to the newly entitled nobility included land in conquered territories of Europe. His supporters would have to help maintain the Empire’s frontiers if they were to hold on to their lands
- many of the recipients of patronage were the military and former émigrés which helped make him more secure
- the Legion of Honour allowed Napoleon to claim that he was upholding the ideas of equality and meritocracy.

- Napoleon wanted to be accepted as the legitimate ruler of France and be seen on a par with the hereditary monarchs of Europe; he thought the creation of an Imperial Court would help him achieve this
- having an Imperial Court appealed to his love of pomp and ceremony.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might argue that his main motive was to build up a strong group of powerful individuals with a clear motive for maintaining the regime in power but that it also appealed to his vanity to have an Imperial Court.

Question 3

- 06** How successful were Napoleon's financial and economic reforms in strengthening France in the years 1799 to 1804? **[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. In 'how important' and 'how successful' questions, the answer could be (but does not need to be) exclusively based on the focus of the question

Factors suggesting that financial and economic reforms were successful in strengthening France might include:

- improvements to tax collection, the reorganisation of Central Treasury, improved records and procedures helped to increase Treasury revenues
- new indirect taxes and customs duties also increased revenues
- establishment of Bank of France and government bonds meant that Napoleon could raise loans at reasonable interest
- the introduction of a metal coinage helped to provide a more stable currency
- warfare stimulated some parts of industry e.g. the iron industry.

Factors suggesting that financial and economic reforms were not successful might include:

- Napoleon's financial reforms were more concerned with taxation to enable him to fight his wars and maintain his Empire rather than strengthen France economically; thus there was little money for investment or improvement in communications or technology
- the protection of industries as encouraged by Napoleon, and loss of markets, meant there was no incentive for industries to modernise – thus keeping France weak in comparison to Britain
- Continued war undermined financial reforms.

Factors suggesting that other reforms were as successful or more successful might include:

- The Concordat
- educational reforms
- The Civil Code
- political reforms

Good answers are likely to/may show awareness that while Napoleon's taxation and banking reforms strengthened France financially, and initially created a much more stable economic situation, progress was hampered by continual warfare and his limited interest in meaningful economic development.

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