



GCE MARK SCHEME

SUMMER 2019

HISTORY - UNIT 2
DEPTH STUDY 6: FRANCE IN REVOLUTION,
c.1774–1815

PART 1: FRANCE: THE CAUSES AND COURSE OF
REVOLUTION, c.1774–1792

2100U60-1

INTRODUCTION

This marking scheme was used by WJEC for the 2019 examination. It was finalised after detailed discussion at the examiners' conference by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

UNIT 2

DEPTH STUDY 6

FRANCE IN REVOLUTION, c.1774-1815

Part 1: France: the causes and course of Revolution c.1774–1792

MARK SCHEME

Marking guidance for examiners for Question 1

Summary of assessment objectives for Question 1

Question 1 assesses assessment objective 2. This assessment objective is a single element focussed on the ability to analyse and evaluate contemporary source material in its historical context. The mark awarded to Question 1 is 30.

The structure of the mark scheme

The mark scheme for Question 1 has two parts:

- Advice on the specific question outlining indicative content that can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors must credit any further admissible evidence offered by candidates.
- An assessment grid advising which bands and marks should be given to responses that demonstrate the qualities needed in assessment objective 2.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that level are displayed. Third, a final mark for the question can then be awarded.

INDICATIVE CONTENT FOR QUESTION 1

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors must credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the development of the French Revolution between 1790 and 1792.

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources; to discuss reliability, bias, purpose and validity, as appropriate.

Candidates will consider the value of the sources to an historian studying the development of the French Revolution between 1790 and 1792. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations in the analysis and evaluation of the sources may include:

Source A The general context of the source is the relationship between the Revolution and the Church. Source A offers a clear and direct attack on the Catholic Church in France and is scathing about its obsession with acquiring wealth and glory during the *ancien régime*. In order to address the set enquiry, there should be reference to the specific historical context in which the source was created. This should include reference to the Civil Constitution of the Clergy, which was one of the National Assembly's most controversial and influential measures. It sought to take the authority of the Catholic Church away from the Papacy in Rome and invest it in a process that would see a measure of democracy imposed upon it—notably the election of bishops. This was a course guaranteed to bring the French state into collision with the Pope and give devout French Catholics a difficult dilemma: should they support the French state and its revolutionary policies or the authority of the Pope? The source is taken from a newspaper that is clearly in support of the policies of the National Assembly. The paper's name suggests a left-leaning perspective and the tone of the extract is hostile to the unreformed Church. An historian studying the development of the revolution between 1790 and 1792 would consider the paper as very much in favour of the revolution and hostile toward the Catholic Church, which reflected the views of a significant number—but by no means an overwhelming majority—of people in France.

Source B The general context of this source is the fate of the émigrés. Source B offers valuable evidence to an historian of how some French people—in this instance, the nobility of the privileged second estate—reacted to what was happening in their country. Many left and decided to join the ranks for the counter-revolution across the French border. Most were noblemen and the conditions they endured were, according to the letter, harsh. Yet despite these difficulties they were determined to do all they could to oppose what they saw as Jacobin fanaticism. The author is a nobleman who was in exile and he described his fellow exiles as brave patriots enduring primitive

conditions and hardship. He is certainly not an impartial observer of what is happening in his homeland. An historian studying the development of the French Revolution between 1790 and 1792 would find this source valuable as an illustration of opposition to what was taking place in the country and the conditions experienced by those in opposition. Reference to the specific historical context would show awareness that France went to war with Austria and Prussia in the spring of 1792.

Source C

The general content associated with this source is the incident known as the September Massacres. The source provides an historian with an interesting and valuable contemporary caricature. Produced by the British satirist Gilray, it offers a valuable foreign perspective on developments in France. The image portrays a family of sans-culottes, who are immersed in a cannibalistic orgy, devouring their fellow citizens. The specific context is that this source was created at a time when the French Revolution began to veer to the political left, and there was significant fear about the Jacobins and their allies in the politically-motivated working class (the sans-culottes). The central figure is shown wearing the bonnet rouge, which was a popular symbol worn by extreme revolutionaries and their supporters. The image clearly panders to the popular belief that extremists were devouring their enemies both metaphorically and literally as events during the September Massacres would seemingly confirm. An historian would find this source extremely valuable as it suggests how a proportion of the population of a foreign power, which was not at war with France at this point, was increasingly alarmed by the way the Revolution was developing and seemingly entering a downward spiral of extreme violence.

Overall, candidates will assess the value of the sources to an historian studying the development of the French Revolution between 1790 and 1792. They are able to demonstrate that value through consideration of the content, provenance and tone of the presented sources with appropriate reference to the historical context linked to the sources.

UNIT 2
MARK SCHEME QUESTION 1

In general terms the responses will display characteristics of one of the six bands shown below.

The table below gives advice on which band, sub-band and marks should be awarded to answers showing the appropriate characteristics.

Band 6 CHARACTERISTICS		<i>Sustained and accurate analysis and evaluation of the given sources; full understanding shown of the specific historical context associated with the set enquiry; reaches a full and substantiated judgement regarding the value of the sources to an historian studying the development of a particular issue over the period set.</i>
ASE OVER THE PERIOD SET		
B6S	30	The candidate provides accurate and sustained source evaluation using the content and attributions of each of the three sources, setting the response in the specific historical context and covering all of the period set in the enquiry. There is a substantiated judgement regarding the value of the sources to an historian studying the development of a particular issue over the period set.
B6C	27	The response begins to show some characteristics of Band 6

Band 5 CHARACTERISTICS		<i>Meaningful analysis and evaluation of the given sources involving valid evaluation of the content and attribution of the sources; understanding shown of the specific historical context associated with the set enquiry; reaches a valid judgement regarding the value of the sources to an historian studying a particular issue.</i>
ASE		
B5S	25	The candidate provides accurate source evaluation using the content and attributions of the three sources, setting the response in the specific historical context and covering most of the period set in the enquiry. There is a valid and supported judgement on the value of all three sources to an historian studying a particular issue.
B5C	23	The response begins to show some characteristics of Band 5.
B5L	21	This mark can be used if there is understanding shown of the specific historical context of one source only.

Band 4 CHARACTERISTICS		<i>Clearly attempts an analysis and evaluation of the given sources in relation to the general historical context of the set enquiry with some evaluation of the content and attribution; a sound judgement is seen regarding the value to an historian of some or all three sources.</i>
GCX, V and/or U		
B4H	20	The candidate is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and especially the general historical context. This is used to reach a reasoned judgement on value to an historian of all three sources. Occasional references to utility are acceptable.
B4S	18	The candidate is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and the general historical context. A judgement on value to an historian is present on some or all of the three sources although some general comments on utility may be seen.
B4C	16	The response begins to show some characteristics of Band 4 with the candidate discussing the general historical context. Mainly focussed on UTILITY but with a limited reference to value.

Band 3 CHARACTERISTICS		<i>Mechanistic and formulaic use of the content and attributions of the given sources to evaluate their utility and / or value; a limited judgement on the utility and / or value of the sources will be seen. Limited understanding of the historical context.</i>
Mechanistic V, S&L and U		
B3H	15	The candidate is able to evaluate the three sources by focusing on their attributions and content. Any reference to the historical context will be limited. There is a mechanistic focus on evaluating the UTILITY and / or the VALUE of some or all of the sources. There is a limited judgement on all of the sources.
B3S	13	The candidate is able to evaluate some or all of the three sources by focusing on their attributions and / or content. Any reference to the historical context will be limited. There will be a limited judgement on some of the sources.
B3C	11	The response begins to show some characteristics of Band 3. This can also be used if only one source is attempted.

Band 2 CHARACTERISTICS		<i>Mechanistic and formulaic use of the content and / or attributions of the given sources to show their strengths and / or limitations.</i>
TRAWL		
B2H	8	The candidate discusses the strengths and/or limitations of all three sources by focusing on their content and / or attributions.
B2S	6	The candidate discusses the strengths and/or limitations of some of the three sources by focusing mostly on their content.

Band 1 CHARACTERISTICS		<i>Copies or paraphrases from content or attributions of the given sources.</i>
COPYING / COMPREHENSION		
B1H	5	The candidate paraphrases the three sources and/or attributions or offers plain narrative.
B1S	3	The candidate copies from one or two of the three sources and/or attributions.
	0	Use for incorrect answers

Marking guidance for examiners for Question 2

Summary of assessment objectives for Question 2

Question 2 assesses assessment objective 3. This assessment objective is a single element focussed on the ability to analyse and evaluate how and why different historical interpretations have been made. The mark awarded to Question 2 is 30.

The structure of the mark scheme

The mark scheme for Question 2 has two parts:

- Advice on the specific question outlining indicative content that can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors must credit any further admissible evidence offered by candidates.
- An assessment grid advising which bands and marks should be given to responses that demonstrate the qualities needed in assessment objective 3.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that level are displayed. Thirdly a final mark for the question can then be awarded.

INDICATIVE CONTENT FOR QUESTION 2

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors must credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

How valid is the view that Louis XVI was mainly responsible for the causing the French Revolution?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. Candidates will consider the provided material and use their own understanding of the historical context and of the wider historical debate in making their judgement regarding the validity of the view that Louis XVI was mainly responsible for the causing the French Revolution.

Candidates are invited to enter into a debate on whether Louis XVI was mainly responsible for the causing the French Revolution. They will consider interpretations of this issue within the wider historical debate about the main causes of the French Revolution.

Interpretation 1 This argues that the origins of the French Revolution were, to a significant extent, due to the spread of the ideas of the French Enlightenment, which gave cohesion and unity to a range of factors that otherwise might not have coalesced to bring events to a head. This was necessary since there were no political parties or groups in France able to provide a vehicle into which discontent could be channelled. In analysing and evaluating Interpretation 1, candidates may argue that this is a valid interpretation because the author does focus on the role of the writers of the enlightenment and the absence of a participatory political process. The author, as an academic and specialist in French history, would have delved into the topic in depth and produced a balanced work of considerable integrity. As a leading Marxist writer, however, his view may have been slanted in a direction that particularly highlighted left-wing ideals.

Interpretation 2 This argues that, as far as explaining the causes of the French Revolution, the monarchy had a central role to play by virtue of the fact that it occupied a pivotal position within the structure of the *ancien régime*. The shortcomings of the king were clearly revealed as the crisis unfolded. Moreover, he fell increasingly under the influence of the queen, who was a much-reviled figure within large sections of French society. In analysing and evaluating Interpretation 2, candidates may argue that this is a valid interpretation because of the inability of the monarchy to effectively govern and allow ministers to undertake reforms. The author of the source, an authority on the French Revolution, would have had access to a range of sources. The book is clearly slanted toward the fall of the monarchy and is equally clearly focused on sources that would offer insight into this. This appears typical of a school of history that looks at short-term causes associated with personalities

Candidates may show awareness of the wider historical debate surrounding the causes of the Revolution. As well as placing the interpretations of Rudé and Vovelle within this debate, they may show understanding of alternative views such as those of social and economic historians; that, for example, the origin of the revolution lay in the financial crisis that beset the reign of Louis XVI and which escalated following the American War of Independence. The bankruptcy of the Crown and its reluctant agreement to summon the Estates General was recognition of the depth and scale of the crisis. Also, there was a revolt of the privileged orders; the assault on the *parlement*, for example, prompted them to emerge as the custodian of ancient rights and privileges. All of this was played out against mounting debts and a series of scandals that rocked the monarchy and helped undermine its credibility.

Overall candidates will analyse both interpretations using their own understanding of the wider historical debate over this issue, offer an evaluation of the validity of the given interpretations and provide a judgement on the issue in the question of whether Louis XVI was mainly responsible for the causing the French Revolution.

UNIT 2 MARK SCHEME QUESTION 2

In general terms the responses will display characteristics of one of the six bands shown below.

The table below gives advice on which band, sub-band and marks should be given to certain types of answer. The published mark scheme for Unit 2 question 2 also gives a similar breakdown and descriptors.

Band 6 CHARACTERISTICS		<i>Sustained and accurate analysis and evaluation of the provided material in its historical context which is used effectively to show how and why different interpretations have been formed in relation to the set enquiry; sustained judgement seen regarding validity.</i>
ACX, WHD, OPI		
B6H	30	The candidate fully integrates discussion of the context, authorship and content of the provided material together with knowledge and understanding of other possible interpretations of the set issue to reach a well-supported and convincing judgement. The candidate shows a convincing understanding of the wider historical debate and of why different interpretations have been formed with discussion of the context and authorship of the provided material.
B6S	27	The candidate discusses the context, authorship and content, of the provided material together with knowledge and understanding of other possible interpretations to offer a substantiated judgement. The candidate explains why differing/different interpretations of the issue have been formed.
Band 5 CHARACTERISTICS		<i>Meaningful analysis and evaluation of the provided material in its historical context to show how and why different interpretations have been formed in relation to the set enquiry; clear judgement seen regarding validity.</i>
ACX, WHD, OPI		
B5H	25	The candidate discusses the content and authorship of both extracts to offer a clear judgement on the validity of the given interpretation; they show a clear understanding of other possible interpretations of the issue. The candidate shows a firm grasp of the wider historical debate regarding the issue.
B5S	23	The candidate discusses the content and authorship of both extracts to offer a clear judgement on the validity of the given interpretation; they show clear understanding of other possible interpretations. The candidate indicates how and why interpretations are formed based on the content and especially the authorship of the extracts.

Band 4 CHARACTERISTICS		<i>Some valid analysis and evaluation of the provided material with some knowledge of other possible interpretations to reach a judgement on the specific enquiry; needs a reasonable grasp of the other possible interpretations (OPIs) and the context of the developments in the provided material. There may be some mechanistic comments on the authorship but this is not required.</i>
ACX AND GCX OPI		
B4H	20	
B4S	18	
B4C	16	The candidate begins to analyse and evaluate the provided material to offer a judgement on the given interpretation; they show awareness of another possible interpretation.

Band 3 CHARACTERISTICS		<i>Mechanistic focus on the authorship and content of the provided material to identify and compare interpretations; some awareness of the general context; any judgement will be limited. There may be some mechanistic comments on the authorship of the provided material.</i>
AUTH GCX		
B3H	15	
B3S	13	The candidate attempts to consider the content of the provided material to identify different interpretations; they offer a 'bolt-on' judgement on the validity of the interpretation presented in the question.

Band 2 CHARACTERISTICS		<i>Mechanistic and formulaic use of the content of the provided material only.</i>
B2H	8	
B2S	6	

Band 1 CHARACTERISTICS		<i>Copies or paraphrases from the content of the provided material.</i>
B1H	5	The candidate offers basic comprehension and paraphrasing of the content of the provided materials.
B1S	3	The candidate offers basic comprehension or copying from the content of one of the provided materials.
	0	Use for incorrect answers