



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2017

HISTORY - UNIT 3  
BREADTH STUDY 5

FRANCE: ANCIEN RÉGIME TO NAPOLEON,  
c. 1715-1815

1100UE0-1

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2017 examination. It was finalised after detailed discussion at examiners' conferences 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 3**  
**BREADTH STUDY 5**  
**FRANCE: ANCIEN RÉGIME TO NAPOLEON, c. 1715-1815**  
**MARK SCHEME**

**Marking guidance for examiners**

**Summary of assessment objectives for Unit 3**

The questions each assess assessment objective. This assessment objective is a single element focused on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this section is 30.

**The structure of the mark scheme**

The mark scheme for Unit 3 has two parts:

- advice on each specific question outlining indicative content which 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 should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.
- the assessment grid for questions 1 and 2 and that for question 3 differ in that the assessment for question 3 expects candidates to demonstrate understanding of change and/or development over the long term (at least 100 years).

**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 band are displayed. Thirdly a final mark for the question can then be awarded.

**Organisation and communication**

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

## 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 should seek to 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 far was financial weakness the most significant problem facing the *ancien régime* between 1715 and 1763?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question - in this case whether financial weakness was the most significant problem facing the *ancien régime* between 1715 and 1763. They will consider a range of key concepts such as causation, consequences, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of whether financial weakness was the most significant problem facing the *ancien régime* between 1715 and 1763. In order to reach a substantiated judgement about this issue, candidates may argue that there is considerable support for this proposition. The response might support this proposition by considering issues such as:

- the financial position at the start of Louis XV's reign would need to be considered and how precarious this was - noting the legacy he inherited from the reign of Louis XIV
- the policy of the regency of Louis XV and its attempt under John Law to reform state finances
- the financial chaos following the collapse of the Mississippi Company in 1720
- the attempt under Fleury to restore financial stability and economic expansion including the introduction of *corvée*

Candidates might consider challenging the proposition in the question by arguing that other problems were equally significant for the *ancien régime* between 1715 and 1763. The response might consider issues such as:

- social harmony was to an extent disrupted by Fleury's policy towards the Jansenists which damaged relations between many Catholics and the royal government
- a consequence of Fleury's policy against the Jansenists was the conflict that developed with the *parlement* of Paris
- the lack of preparedness of the French military for the conflicts they were involved in during the 1730s and 1740s
- the military and diplomatic reverses which were a key feature of the period 1756-1763 loss of Prussia as an ally and military defeat by British forces in North America.
- pressures caused by the growth of the Enlightenment and its influence on the bourgeoisie

Overall candidates will offer a debate and come to a substantial judgement regarding the view of whether financial weakness was the most significant problem facing the *ancien régime* between 1715 and 1763.

## 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 should seek to 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.*

### **To what extent was the changing relationship between church and state the most significant development in French society between 1789-1815?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case whether the changing relationship between church and state was the most significant development in French society between 1789-1815. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of whether the changing relationship between church and state was the most significant development in French society between 1789-1815. In order to reach a substantiated judgement about this issue, candidates may argue that while the changing relationship between church and state was a very significant development in French society between 1789-1815 there were other issues which were also very important. The response might support this proposition by considering issues such as:

- the way in which the Catholic church lost its privileged status during the first year of the revolution including nationalization of church land
- the impact of the Civil Constitution of the Clergy and the Clerical Oath on the church
- the treatment of the Catholic church by the Jacobin government
- de-christianisation including the separation of church and state
- the restoration of more stable relations under Napoleon culminating in the Concordat of 1801

Candidates might consider challenging the proposition in the question by arguing that although the changing relationship between church and state was a very most significant development in French society between 1789-1815 there were other developments which were equally or even more significant. The response might consider issues such as:

- the abandonment of the monarchy for a republican constitution had major implications for French society
- the emergence of the empire under Napoleon and the introduction of imperial attitudes and social features
- the attempt to create a democratic political system which although brief was influential on society in France
- the impact of the successive wars from 1792 to 1815 which arguably had the greatest impact upon French society and the economy in particular

Overall candidates will offer a debate and come to a substantiated judgement regarding whether the changing relationship between church and state was the most significant development in French society between 1789-1815.

### INDICATIVE CONTENT FOR QUESTION 3 (COMPULSORY)

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to 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.*

#### **'The main influence on politics and government in France during the period 1715-1815 was the impact of war.' Discuss.**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case that the main influence on politics and government in France during the period 1715-1815 was the impact of war. Candidates are able to offer a valid and balanced discussion covering the period set about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance.

Candidates will offer an analysis and evaluation of the extent to which the main influence on politics and government in France during the period 1715-1815 was the impact of war. In order to reach a substantial judgement about the issue, candidates may argue that there is clear evidence that the main influence on politics and government in France during the period 1715-1815 was the impact of war. The response might support this proposition by considering issues such as:

- the great number of wars and conflicts in this period had in their different ways a profound impact on French politics
- following the Seven Years' War (1756-1763) France lost the bulk of her overseas empire which led to a change in government policy
- the main consequence of the French involvement in the American War of Independence was near bankruptcy of the state and increased pressure on the government
- the Revolutionary and Napoleonic Wars brought great prestige to the French state but also resulted in social disruption and dissatisfaction with government

Candidates might consider challenging the proposition in the question by arguing that while the main influence on politics and government in France during the period 1715-1815 may have been the impact of war, there were also other major factors at work. The response might consider issues such as:

- problems of the *ancien régime*: its structure and weaknesses including failure at reforms and issues relating to the parlements - culminating in the summoning of the estates general and the revolution of 1789
- the rise of the bourgeois had significant impact on politics and government. Their dissatisfaction during the *ancien régime* was a factor in bringing about the revolution in 1789
- a major influence was the increasing pressure on the monarchy culminating in the events of 1793 and the establishment of the Republic
- the various attempts at political reform were significant from reforming absolutism to constitutional monarchy, democratic republicanism and finally the Napoleonic empire
- financial problems - bankruptcy, new currency, changes in taxation, continental system - also had an impact on politics and government

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the main influence on politics and government in France during the period 1715-1815 was the impact of war.

## ASSESSMENT GRID FOR ALL QUESTIONS ON UNIT 3

Target: AO1

Total mark: 30

Focus: *Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

<b>Band 6 CHARACTERISTICS</b>		<i>The response is specifically focused on discussing the key concept in the question set; it demonstrates accurate, relevant and precise knowledge of the key features and characteristics associated with the theme; it provides a substantiated, sustained and integrated judgement covering the whole or nearly all of the set period</i>
B6H	30	The response fully engages with the exact key concept in the question set and discusses the fuller range of features and characteristics associated with the relevant theme; the response provides a fully evaluative and lucid essay with a fully convincing substantiated judgement covering the whole of the set period.
B6M	28	The response fully engages with the exact key concept in the question set and discusses the fuller range of features and characteristics associated with the relevant theme; the response provides an evaluative and lucid essay with a substantiated judgement covering nearly all of the set period.
B6L	26	The response begins to show some characteristics of Band 6

<b>Band 5 CHARACTERISTICS</b>		<i>The response is mainly focussed on debating the key concept in the question set, it demonstrates mostly accurate and relevant knowledge of the key features and characteristics associated with the theme; it provides a supported, balanced and appropriate judgement covering the greater part of the set period</i>
B5H	25	The response clearly engages with the key concept in the question set and discusses a range of features and characteristics associated with the relevant theme throughout the essay; the response provides an evaluative and well written essay with a balanced and appropriate judgement covering the greater part of the set period.
B5M	23	The response engages with the key concept in the question set and discusses a range of features and characteristics associated with the relevant theme throughout most of the essay; the response provides an evaluative and well written essay with a mostly balanced and appropriate judgement covering the greater part of the set period.
B5L	21	The response begins to show some characteristics of Band 5

<b>Band 4 CHARACTERISTICS</b>		<i>The response has some focus on the key concept in the question set, it demonstrates some accurate and relevant knowledge of the key features and characteristics associated with the theme; it provides a generally supported and balanced judgement covering most of the set period.</i>
B4H	20	The response will be mainly focused on debating the key concept in the question set. There will be some meaningful discussion of how the main features and characteristics associated with the theme impacted on the key concept over most of the set period. There will be a balanced judgement, largely supported by the bulk of the essay, though some slight drift may be apparent.
B4M	18	The response begins to debate the key concept in the question set. There will be an attempt to discuss how certain features and characteristics associated with the theme related to the key concept over most of the period. There will be a balanced judgement but there may well be some drift. <i>[Note that a general discussion of a number of factors supported by a judgement with a series of mini judgements at the end of each paragraph can be credited here.]</i>
B4L	16	The response begins to show some characteristics of Band 4

<b>Band 3 CHARACTERISTICS</b>		<i>The response has some accurate and relevant knowledge of the main issues associated with the relevant theme; there may be some weak reference to the key concept in the question set but it is usually restricted to a “for and against” discussion with some patchy period coverage</i>
B3H	15	The response tends to focus on using a highly structured series of features and characteristics associated with the theme rather than attempting to address the key concept in the question set. There will be reasonable period coverage and the response will offer a judgement with some support, often by considering factors for and against - <i>[the yes / no – for and against – essay]</i>
B3M	13	The response tends to be in the form of a generalised, listing of features and characteristics associated with the theme. There may be a weak focus and imbalanced judgement on the key concept in the question set.
B3L	11	The response begins to show some characteristics of Band 3

<b>Band 2 CHARACTERISTICS</b>		<i>The response is largely based on the general theme but is descriptive in tone with only very limited focus on discussing the key concept in the set question; period coverage will be narrow or lack chronology</i>
B2H	8	The response is a predominantly descriptive account of the features and characteristics associated with the theme. There may be a “tagged on” [ <i>throwaway / simplistic / bolt-on</i> ] judgement referring to the key concept in the set question which is not appropriately supported.
B2L	6	The response is limited to a descriptive account of the features and characteristics associated with the theme - basically narrative with no judgement attempted.

<b>Band 1 CHARACTERISTICS</b>		<i>The response is very limited, undeveloped, very brief or largely irrelevant.</i>
B1H	5	The response is very limited and undeveloped though there is some weak link to the associated theme.
B1L	3	The response is very brief and / or largely irrelevant.
	0	Use for incorrect answers