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# **GCE AS MARKING SCHEME**

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**SUMMER 2022**

**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 2022 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.

## **Marking guidance for examiners**

### **Summary of assessment objectives for Question 1**

Question 1 assesses assessment objective 2. This assessment objective is a single element focused 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:

- An assessment grid advising the bands and marks that should be given to responses that demonstrate the qualities needed in assessment objective 2.
- Advice on the specific question that outlines indicative content which may 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.

#### **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.

### **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:

- An assessment grid advising the bands and marks that should be given to responses that demonstrate the qualities needed in assessment objective 2
- Advice on the 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.

#### **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.

**A02:** Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

		<b>Value of the sources</b>	<b>Analysis and evaluation of the sources in their historical context</b>	<b>Focus on the question set</b>
<b>Band 6</b>	<b>26–30 marks</b>	The learner shows clear understanding of the strengths and limitations of the sources.	The sources are clearly analysed and evaluated in the specific and wider historical context.	The learner will make a sustained and developed attempt to utilise the sources to directly answer the question set.
<b>Band 5</b>	<b>21–25 marks</b>	The learner considers the strengths and limitations of the sources.	There is some analysis and evaluation of the sources in the specific and wider historical context.	The learner deploys the sources appropriately to support the judgement reached about the question set.
<b>Band 4</b>	<b>16–20 marks</b>	The learner develops a response which begins to discuss the strengths and limitations of the sources.	There is some analysis and evaluation of the sources with an awareness of the wider historical context.	The learner deploys the sources to support the judgement reached about the question set.
<b>Band 3</b>	<b>11–15 marks</b>	The learner uses most of the source material to develop a response.	There is some analysis and evaluation of the sources.	The learner begins to discuss the sources' use in the context of the question set.
<b>Band 2</b>	<b>6–10 marks</b>	The learner uses some of the source material to develop a response.	The learner begins to analyse and evaluate the sources but it is largely mechanical.	The learner attempts to comment on the sources' use but lacks context.
<b>Band 1</b>	<b>1–5 marks</b>	There is limited evidence of the use of the sources.	Sources are used for their content only.	
Award 0 marks for an irrelevant or inaccurate response.				

**Using the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the development of political change in France between 1786 and 1791.**

Candidates will consider the value of the sources to an historian studying the development of the French Revolution between 1786 and 1791. 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 the following.

**Source A** The general historical context associated with this source is the financial crisis facing the country and the specific historical context may include reference to the need to reform French government finances and reduce the tax burden on the third estate. The source is taken from a confidential memorandum written by the controller general of finances to Louis advising him on the role of the Assembly of Notables. Louis needed to suggest that his reform proposals had been the subject of a measure of consultation by the privileged orders and that a hand-picked body was the best way to secure agreement rather than calling for an estates general. It addresses the set enquiry by suggesting the urgent crisis facing the Crown with regard to finance and attempts to secure reforms.

**Source B** The general historical context associated with this source is the storming of the Bastille on 14 July 1789 and the specific historical context may include reference to the circumstances that led to its storming: the search for arms and powder to defend Paris from the belief that Louis and his forces were planning to use force to regain the initiative in the political crisis. The Bastille was the infamous prison that dominated the Faubourg St Antoine, one of the working-class districts of Paris. It was a hated symbol of the *ancien regime*, and the events that played out in its precinct on 14 July 1789 were taken by many to symbolise the start of the French Revolution. It was the first and one of the bloodiest of the journées. The source is a contemporary print that records the Bastille's destruction and it hints at a violent shift in the development of the revolution.

**Source C** The general historical context associated with this source is the Champ de Mars massacre and the events surrounding the second anniversary of the outbreak of the revolution in 1791 during the Fête de la Fédération. References to the specific historical context may include the reasons why the people gathered on the Champ de Mars (the second anniversary of the storming of the Bastille) where a large monument, the Altar to the Fatherland had been erected. Weeks earlier Louis had attempted to flee France and was apprehended at Varennes having left behind a document outlining his opposition to the changes foisted upon him particularly the new constitution. The large crowd was opposed to Louis's reinstatement. A brutal response by the authorities in calling the National Guard to disperse the crowd led to many deaths and only furthered the call for Louis' removal in favour of a republic. The source is a private letter from a pro-revolutionary priest to his brother, a prominent Jacobin. The events show how far the revolution was moving away, for an increasingly vocal group, from accepting a constitutional monarchy as a final settlement.

**AO3:** Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

		<b>Focus on the question set</b>	<b>Analysis of the interpretation</b>
<b>Band 6</b>	<b>26–30 marks</b>	The learner discusses clearly the question set in the context of alternative interpretations.	The learner considers the validity of the interpretations in the development of the historiographical context. They demonstrate an understanding of how and why this issue has been interpreted in different ways. They discuss <b>why</b> a particular historian or school of history would form an interpretation based on the evidence available to the historian.
<b>Band 5</b>	<b>21–25 marks</b>	The learner discusses the question set in the context of alternative interpretations.	The learner discusses the work of different historians and/or schools of history to show an understanding of the development of the historical debate. The learner analyses and explains the key issues in the question set when considering the interpretation in the question.
<b>Band 4</b>	<b>16–20 marks</b>	The learner discusses the question set in the context of the development of the historical debate that has taken place.	There is some attempt to explain <b>why</b> different interpretations have been formed. The learner considers a counterargument to that presented in the question.
<b>Band 3</b>	<b>11–15 marks</b>	The learner attempts to discuss the question set in the context of the development of the historical debate that has taken place.	There is a limited attempt to explain <b>why</b> different interpretations have been formed.
<b>Band 2</b>	<b>6–10 marks</b>	The learner is able to show understanding of the question set. There is an attempt to reach a judgement but it is not firmly supported or balanced.	The learner's discussion of the interpretation is valid, with reference to alternate interpretations.
<b>Band 1</b>	<b>1–5 marks</b>	Any judgement reached is limited and unsupported.	The learner attempts to discuss the interpretation by tending to agree or disagree with it.
Award 0 marks for an irrelevant or inaccurate response.			

## How valid is the view that the flight to Varennes was the turning point in the development of internal political conflicts in France?

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 the flight to Varennes led to internal political conflicts in France. Some of the issues to consider may include the following.

### Interpretation 1

This suggests that Louis's action in taking the decision to flee the country during the abortive Flight to Varennes created a storm of protest when news of it emerged in Paris and encouraged those who were republican to demand the immediate proclamation of a republic; or failing that to consult primary assemblies that were part of the new constitutional settlement. The Cordelier Club favoured this call, but other—notably leading Jacobins such as Robespierre—were less enthusiastic, fearing that it could propel someone like Lafayette to the presidency of a republic without universal suffrage. Tensions were exacerbated by the flight, and this contributed to internal conflict in France. In analysing and evaluating interpretation 1 candidates should consider the historical support that helps form this interpretation that the Flight to Varennes and the document which Louis left behind outlining how he really felt about the course of the revolution since 1789, how the monarchy had been treated and his views on the proposed constitution weighed heavily on many members of the political clubs and accentuated differences which existed between constitutional monarchists and republicans. The Marxist interpretation considers that Louis's own actions, notably the flight paved the way for the creation of a republic and the end of hereditary monarchy: the pinnacle of a class structure so abhorrent to Marxists.

### Interpretation 2

This suggests that it was the religious policy of the National Assembly that was the main cause of internal conflict in France. France was an overwhelmingly Catholic country and the attempt to pass a raft of reforms which destabilised the Catholic Church was bound to have profound consequences and open up deep divisions within the country. This interpretation could be supported by the idea that the National constituent assembly had been involved in heated debates over the constitution among other major reforms. The loosening of the ties between the Church and the papacy was particularly divisive. The imposition of the oath forced people to make a choice and exacerbated the internal divisions in the country. As a leading expert on religious history during the French Revolution, McManners's emphasis will undoubtedly focus on this facet.

### Wider debate

Events such as the Champ de Mars Massacre (1791), and Louis's willingness to exercise his veto fuelled the deepening rift in the French body politic, something that social historians of the Revolution may emphasise.