



GCE

History A

Unit **Y243/01**: The French Revolution and the rule of Napoleon
1774–1815

Advanced Subsidiary GCE **H105**

Mark Scheme for June 2016

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.















All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking.

Annotation	Meaning of annotation
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Unclear
	View

1. Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix
2. Here is the mark scheme for this question paper.

Question	Answer/Indicative content	Mark	Guidance
1*	<p>How important were economic factors in the outbreak of the revolution in 1789?</p> <p>In assessing the importance of economic factors,</p> <ul style="list-style-type: none"> • Answers might consider the importance of bad harvests in 1778-9, 1781-2, 1785-6 and the resultant rise in bread prices. The harvest of 1788 was particularly bad. This might be linked to blame being apportioned to the nobility. • Answers might consider rising unemployment due to a decrease in consumption and the problems that created given rising grain prices. Production and employment in the textile industry fell by about 50% in 1789. • Answers might consider the role of bread and foot riots in the spring and summer of 1789 when grain prices were at their highest. <p>In assessing other factors,</p> <ul style="list-style-type: none"> • Answers might consider the political crisis of 1787-8 and Louis' political weakness and the Revolt of the Aristocracy. This might include consideration of the failure of Brienne's reforms and Louis' exiling of the Paris Parlement to Troyes and the reactions to this. • Answers might consider the failure of the reform process with the Assembly of Notables' refusal to back reform and the dismissal of Calonne. • Answers might discuss the financial crisis with the government on the verge of bankruptcy and the reaction to attempts to seek new measures to raise taxes. 	30	<ul style="list-style-type: none"> • No set answer is expected • At level 5 there will be judgement as to the relative importance of economic factors • At Level 5 answers might establish criteria against which to judge the relative importance of factors. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

Question	Answer/Indicative content	Mark	Guidance
2*	<ul style="list-style-type: none"> • Answers might discuss foreign policy and the legacy of the American War of Independence which added massively to the debt and made many aware of political liberty in the USA which was not present in France. <p>Assess the reasons for the overthrow of the Directory.</p> <p>In arguing that the lack of stability was the most important reason,</p> <ul style="list-style-type: none"> • Answers might discuss why annual elections created instability. • Answers might discuss why the absence of provision for settling disputes between the executive and legislature added to instability. • Answers might discuss how the lack of respect for the Constitution created instability, as attempts to maintain a non-Jacobin/Royalist majority in the Councils lead to interference in the elections. <p>In arguing that other factors were more important,</p> <ul style="list-style-type: none"> • Answers might comment on an increasing reliance on the army, which made an army takeover a distinct possibility. • Answers might consider that many who would normally have supported the Directory, the owners of <i>biens</i> and the wealthy notables were alienated by policies such as forced loans. • Answers might suggest that most people wanted peace, yet war was a necessity for the Directory to ensure money for the Treasury. • Answers might consider that the renewal of the war after 1797 worried many that there would be a revival of the Terror, therefore there were few who were prepared to support it. • Answers might consider the role of individuals such as Sieyes, Moreau, Lucien Napoleon and Napoleon. 	30	<ul style="list-style-type: none"> • No set answer is expected • At level 5 there will be judgement as to the relative importance of the reasons • At Level 5 answers might establish criteria against which to judge the relative importance of the reasons. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

Question	Answer/Indicative content	Mark	Guidance
3	<p>‘Was it a popular Revolution? Certainly: the emergence of the urban masses was the most significant aspect of these events [unrest in Paris and other towns].’ Michel Vovelle, <i>The Fall of the French Monarchy, 1787-92</i>, 1972</p> <p>Evaluate the strengths and weaknesses of this interpretation, making reference to other interpretations that you have studied.</p> <p>The historical debate centres around the extent to which the French Revolution began or became a popular revolution, or whether it was a revolution of the aristocracy and bourgeoisie.</p> <p>In analysing the strengths and limitations of the interpretation, answers might consider the role and involvement of different social groups in the events of 1789.</p> <p>In analysing and evaluating the strengths of the given interpretation, answers might use knowledge of:</p> <ul style="list-style-type: none"> • The popular movement in Paris which was in part a response to the economic crisis; • The establishment of the Palais Royal as the unofficial headquarters of the popular movement; • Demonstrations against the king in Paris; • Demands from the masses that the king be tried; • Establishment of the commune of Paris; • Revolt in the Provinces, such as Bordeaux, Lille, Rouen and Lyon. <p>In analysing the limitations of the given interpretation, answers might use knowledge and understanding of:</p> <ul style="list-style-type: none"> • The actions of the peasants and the rural revolt, who became involved in events from the spring of 1789 following bad harvests; 	20	<ul style="list-style-type: none"> • No set answer is expected. • Candidates must use their knowledge and understanding of the historical context and the wider historical debate surrounding the issue to analyse and evaluate the given interpretation. • Candidates must refer to at least one other interpretation. • The quality of analysis and the evaluation of the interpretation should be considered when assigning answers to a Level, not the quantity of other interpretations included in the answer. • Other interpretations considered as part of evaluation and analysis of the given interpretation do not need to be attributed to specific named historians, but they must be recognisable historical interpretations, rather than the candidate’s own viewpoint. • Answers may include more on strengths or more on limitations and there is no requirement for a 50/50 split in the evaluation, however, for Level 5 there should be well-supported evaluation of both, in line with Levels descriptors. • Candidates are not required to construct their own interpretation. • ANSWERS MAY CHOOSE TO CONFINE THEMSELVES TO 1789 OR MAY RANGE BEYOND 1789. EITHER APPROACH IS ACCEPTABLE AND COULD BE GIVEN FULL MARKS.

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> • Risings in Normandy, Franche Comte; • The actions of the Great Fear. <p>Other interpretations that might be used in evaluation of the given interpretation are:</p> <ul style="list-style-type: none"> • Interpretations that argue the revolution was led by a wealthy propertied elite. • Interpretations that stress the role of the middle class in bringing about a revolution, a revolution of rising expectations. • Interpretations that see the beginnings of the revolution and the drawing up of the cahiers as largely middle class. • Interpretations that consider the role of the aristocracy and their ambitions and the conflicting interests with the middle class. 		

APPENDIX 1 – this contains the generic mark scheme grids

	<i>AO1: 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.</i>
	Generic mark scheme for Section A, Questions 1 and 2: Essay [30]
Level 5 25–30 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
Level 4 19–24 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
Level 3 13–18 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Level 2 7–12 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
Level 1 1–6 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

	<i>A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	Generic mark scheme for Section B, Question 3: Interpretation [20]
Level 5 17–20 marks	The answer has a very good analysis of the interpretation. It uses detailed and relevant knowledge of the historical context and shows thorough understanding of the wider historical debate, in the form of detailed examination of other interpretations, in order to produce a well-supported evaluation of both the strengths and weaknesses of the given interpretation.
Level 4 13–16 marks	The answer has a good analysis of the interpretation. It uses relevant knowledge of the historical context and good understanding of the wider historical debate, in the form of examination of other interpretations, in order to produce a supported evaluation of both the strengths and weaknesses of the given interpretation.
Level 3 9–12 marks	The answer has a partial analysis of the interpretation. It uses some relevant knowledge of the historical context and shows partial understanding of the wider historical debate, in the form of reference to other interpretations, in order to evaluate the strengths and weaknesses of the given interpretation. The evaluation may be un-even with only limited treatment of either limitations or strengths, but both will be addressed.
Level 2 5–8 marks	The answer has a limited analysis of the interpretation. It uses generalised knowledge of the historical context and shows limited understanding of the wider historical debate, in the form of generalised reference to other interpretations, in order to produce a limited evaluation of the given interpretation. The evaluation may deal with either strengths or limitations in a very superficial way, or may only address limitations or strengths.
Level 1 1–4 marks	The answer has a very limited analysis of the interpretation which may be descriptive and relate more to the topic area than the detail of the interpretation. It uses very limited and generalised knowledge of the historical context and shows very limited or no understanding of the wider historical debate, with reference to other interpretations being implicit or lacking, in order to produce a very simplistic, asserted evaluation of the given interpretation.
0 marks	No evidence of understanding or reference to the interpretation.

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