



GCE

History A

Unit **Y244/01**: France 1814–1870

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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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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 effective was Louis XVIII as king?</p> <p>In arguing that Louis was effective,</p> <ul style="list-style-type: none"> • Answers might consider that he was able to bring a period of prosperity and the withdrawal of foreign troops. • Answers might consider his ability to convince the pays legal that he would ensure the Charter of 1814 worked. • Answers might consider his ability to restrain the ultras and the issue of the 'White Terror'. • Answers might consider how well he handled the problems he inherited and his ability to hand on a peaceful succession. <p>In assessing the extent to which he was ineffective,</p> <ul style="list-style-type: none"> • Answers might consider his restoration by the allies after Napoleon's hundred days. • Answers might consider that he was less effective in the later period and unable to prevent the shift to the right. • Answers might consider the problems with the assembly and the choice of ministers or his foreign policy. 	30	<ul style="list-style-type: none"> • No set answer is expected • At Level 5 there will be judgement as to effectiveness. • At higher levels, answers might establish criteria against which to judge effectiveness. • 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*	<p>'Louis Napoleon's main aim in foreign policy was to re-establish France as a great power.' How far do you agree?</p> <p>In arguing that re-establishing France as a great power was the main aim,</p> <ul style="list-style-type: none"> • Answers might consider how Louis Napoleon played on the Napoleonic past. • Answers might consider the importance of gloire. • Answers might consider French involvement in the Crimean War, intervention in Italy, dealings in Mexico and Franco-Prussian relations. <p>In arguing that other aims were more important,</p> <ul style="list-style-type: none"> • Answers might discuss Louis Napoleon's claim that the 'L'Empire, c'est paix'. • Answers might discuss the concern for nationalism and Louis Napoleon's claim that he wanted to do something for Italy. • Answers might discuss imperial ideas about Algeria, Indo-China and West Africa. • Answers might discuss the pressure from internal politics with the garrison in Rome, intervention in the Hohenzollern candidature and the declaration of war against Prussia. <p>Answers might argue that there were no consistent aims in his foreign policy and these changed according to circumstances.</p>	30	<ul style="list-style-type: none"> • No set answer is expected • At Level 5 there will be judgement as to whether this was his main aim in foreign policy. • At higher levels, answers might establish criteria against which to judge his aims. • 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>‘An unsuccessful foreign policy was one of the significant causes of the downfall of the Orleanist monarchy. It is clear that a glory-hungry nation could not be pleased with what was achieved abroad.’</p> <p>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations you have studied.</p> <p>The historical debate centres around the reasons for the fall of the Orleanist monarchy in 1848</p> <p>In evaluating the strengths and limitations of the interpretation, answers might consider that foreign policy was one of a number of significant causes.</p> <p>In evaluating the strengths of the interpretation answers might use knowledge and understanding of:</p> <ul style="list-style-type: none"> • The expectations of the French people in terms of foreign policy. • Louis Philippe’s attitude towards Belgium and concerns about Britain. • Louis Philippe’s attitude towards the Spanish question and British attitudes. • Responses in France to the Eastern Question and Algeria. <p>In analysing the limitations of the given interpretation, answers might use knowledge and understanding of:</p> <ul style="list-style-type: none"> • The role of domestic policies in his downfall, particularly changes to the franchise. • The role of economic and social factors. • The role of short-term factors, particularly the National Guard. • Louis Philippe’s handling of the situation and decision not to use the army. 	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.

Question	Answer/Indicative content	Mark	Guidance
	<p>Other interpretations that might be used in evaluation of the given interpretation are:</p> <ul style="list-style-type: none">• Interpretations that stress the revolution as part of the class struggle and therefore emphasise social and economic factors.• Interpretations that see 1848 as part of a single long term revolution that started in 1789.• Interpretations that stress the short-comings of Louis Phillipe.• Interpretations that stress the basic weakness of the regime.		

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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