



**General Certificate of Education
January 2013**

AS History 1041

HIS1F

Unit 1F

France in Revolution, 1774 –1815

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level students. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Students who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which students meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a student performing at the highest AS level is already well prepared for the demands of A2.

CRITERIA FOR MARKING GCE HISTORY:**AS EXAMINATION PAPERS****General Guidance for Examiners (to accompany Level Descriptors)**

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that students might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other students' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Students should never be doubly penalised. If a student with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a student with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

January 2013

GCE AS History Unit 1: Change and Consolidation

HIS1F: France in Revolution, 1774–1815

Question 1

- 01** Explain why Louis XVI's ministers failed to solve France's financial problems in the years 1786 to 1788. (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why Calonne and de Brienne were unable to solve the financial crisis in the years 1786 and 1788.

Students may refer to some of the following long-term factors:

- the extent of the deficit which had been caused by the wars (mostly financed by loans) and the inefficient tax distribution and collection system in France

- the actions of Necker who had made out that there was no need for any change in the tax system by saying via the Compte Rendu that the financial system was working well.

and some of the following short term/immediate factors:

- the intransigence of the nobles – refusing to agree to a land tax, and the unwillingness of the Church to provide a ‘don gratuit’
- weaknesses and mistakes of King and ministers: mistakes of Calonne in thinking that an Assembly of Notables would agree to such reforms. Brienne also weak. King did not effectively support either minister
- actions of King in removing the power of the Parlements in the May Edicts which deprived the parlements in Paris and elsewhere of their right to register and protest against royal decrees. This led to cries of ‘ministerial despotism’. Led to disturbances (Revolt of Nobles throughout France) in support of parlements and calling of Estates General to sort out the financial crisis.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might show that the financial crisis faced by Calonne and Brienne was extreme but any solution impossible given the attitude of the nobles and lack of support from Louis.

Question 1

- 02** How important were the ideas of the Enlightenment in challenging the Ancien Regime before May 1789? (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students should be able to make a judgement by addressing the focus of the question and offering some balance of other factors of views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Students should be able to make a judgment by considering the importance of Enlightenment thinking in challenging the existing order before the Estates General assembled, against ways in which it was unimportant. Alternatively they may balance its importance against other factors (thus two possible approaches).

Factors suggesting that the Enlightenment was important in challenging the Ancien Regime might include:

- the belief in reason – that men could control their own destiny and thus not be subject to the Estates system of the Ancien Regime
- an attack on the inequalities of the Ancien Regime e.g. the tax system
- the attack of the power of the Church and the concept of divine right which underpinned the King's position
- the belief in a social contract, with obligations on both sides
- Rousseau's support for democracy – and the questioning of traditional monarchical practices
- importance of ideas as spread through the Parisian salons and among soldiers in the American War.

Factors that suggest the ideas of the Enlightenment were not important might include:

- the fact that many supported the monarchy and wanted to maintain a hierarchical system – they did not support revolution
- the lack of a single programme, e.g. while most supported monarchy, Rousseau did not. Views of Church and divine power also varied
- Enlightenment ideas had a limited following – mainly educated elites and based in Paris
- low literacy levels prevented the spread of enlightenment ideas.

Other factors which helped challenge the Ancien Regime might include:

- the financial crisis which meant that the Ancien Regime was financially unworkable
- the weaknesses of Louis XVI
- the failures of Louis's ministers to solve the financial crisis
- the intransigence of the parlements
- economic problems affecting peasantry and urban workers
- the ambitions of the bourgeoisie
- the decision to call an Estates-General.

Good answers are likely to/may show an awareness that although Enlightenment ideas helped to undermine the Ancien Regime and to lay the foundations for change, they did not in themselves cause the collapse of the existing order which was caused by the crisis which emerged in 1786–1788.

Question 2**03** Explain why Louis XVI fled from Paris in 1791.*(12 marks)**Target: AO1(a), AO1(b)***Generic Mark Scheme**

Nothing written worthy of credit.

0

L1: Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

L2: Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

L3: Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

L4: Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why Louis and his family attempted to flee Paris in 1791.

Students may refer to some of the factors:

- the fact that Louis did not support the revolution and the actions and plans of the Constituent Assembly – e.g. August Decrees, and the new constitution which gave him a restricted role
- his particular dislike of the Civil Constitution of the Clergy which he had been forced to accept and which offended his conscience
- his desire to get out of Paris where he was restricted by the Assembly and the growing radicalism of the Parisians to somewhere where he had freedom of action; he hoped that he would be able to negotiate with the Constituent Assembly to get rid of the parts of the new Constitution that he disliked
- the attitude and scheming of Marie Antoinette and the pressure that she (and other royals) put on the King to take action.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might stress that although the King was unhappy with the revolution, it was the Civil Constitution and/or the pressure of Marie Antoinette that provided the catalyst for taking the more drastic action of leaving Paris.

Question 2**04** How far was the end of the Terror due to Robespierre's unpopularity? (24 marks)*Target: AO1(a), AO1(b), AO2(b)***Generic Mark Scheme**Nothing written worthy of credit. **0**

L1: Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**

L2: Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**

L3: Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**

L4: Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**

L5: Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students should be able to make a judgement by addressing the focus of the question and offering some balance of other factors of views.

Factors suggesting that the unpopularity of Robespierre was key for ending the Terror might include:

- Robespierre had played a key role in the development of the Terror through his role on the CPS and support of measures which promoted the terror. His role and support was undermined when he introduced the Cult of the Supreme Being. This alienated Catholics while anti-clericals thought it was an attempt to reintroduce the Church
- he also lost support of the *sans-culottes* when the Hébertists were executed and the economic situation deteriorated
- the CPS and CGS began to fall out when the CPS set up its own police bureau, which Robespierre led, to prosecute dishonest officials. Billaud and Collot – members of the CPS – had been attached to Hébert and felt threatened by Robespierre
- many people felt threatened by Robespierre when he made accusations without backing them up by specific names and this made them turn against Robespierre rather than support his ideas and actions.

Factors suggesting that the waning influence of Robespierre was not important in the end of the Terror might include:

- weariness and/or alienation of both workers and bourgeoisie with extremist policies e.g. Cult of Supreme Being and Law of Prarial
- the fact that the war was now going well; by the spring of 1794 the Republic's armies had driven all foreign troops from French soil, recaptured lost territory in Belgium and moved in the Rhineland
- domestic enemies in France had been defeated (e.g. Vendée, Federal revolts).

Good answers are likely to/may show an awareness that although Robespierre's unpopularity meant a lack of support for his ideas from key groups who had previously followed him, in fact it is hard to see how long the Terror could have continued for given the fact that any rationale for the Terror had been removed by mid-1794.

Question 3

05 Explain why Napoleon made himself Emperor in 1804. (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

L2: Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

L3: Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

L4: Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why Napoleon moved from the position of Consul to that of Emperor.

Students might include some of the following factors:

- Napoleon narrowly escaped assassination in December 1800 and this highlighted danger of a regime dependent only on one man
- Napoleon was offered the position of Consul for Life in 1802. A plebiscite showed overwhelming support for this. However, there was opposition and assassination plots, the most notable being that led by the Duc d'Enghien in 1804
- many people were worried that if Napoleon was deposed and a royalist restoration took place, they would lose what they had gained from the revolution – particularly land gains
- there was talk of making the Consulship hereditary in the Bonaparte family
- Napoleon wished to secure his regime by making himself Emperor. He had already taken on many of the trappings of a King – though could not allow himself to be called King given the associations. However he did want to establish a dynasty

- the Senate proposed that Napoleon be declared Emperor of the French. A plebiscite showed that there was massive support for this (although the army were not allowed to vote due to fear of opposition)
- the coronation, where Napoleon – and not the Pope – placed the crown on his head gave him the opportunity to highlight the new State/Church relationship.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might highlight the fact that Napoleon's ambitions were supported by many who wished to hold on to their gains from the revolution.

Question 3

- 06** How successful was Napoleon in providing stable government within France in the years 1804 to 1814? (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students should be able to make a judgement by addressing the focus of the question and offering some balance of other factors of views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting Napoleon's success in providing stable government within France might include:

- Napoleon's own position at the head of government with hereditary rights, supported by plebiscites and backed by a propaganda machine which was able to glorify Napoleon and the victories of French armies
- Napoleon's personal rule including the use of honours and his adoption of a court to create a stable and supportive elite
- the measures taken to ensure the continuing support of the owners of the *bien nationaux*
- education reforms including the imperial catechism which encouraged loyalty
- religious policies, including the Concordat with the Pope, which healed internal division and ensured religious support for the state
- the centralisation of state control using prefects to maintain order
- the use of repression, e.g. secret police and censorship to remove opposition and maintain unity
- reform of taxation and currency – along with use of war-time plunder – kept economic stability. The wars also provided employment.

Factors suggesting that Napoleon failed to provide stable government might include:

- the French economy deteriorated after 1806 as military expenditure began to outstrip income. Inflation, unemployment, debt and the collapse of banks and businesses and rising bread prices created a good deal of instability 1810–1814
- the Continental System caused economic disruption, for example, the Atlantic trading areas and ship building industry were hit badly, thus creating instability in some areas
- military defeats, especially in 1814, weakened political stability
- stability was dependent on a repressive system and thus lacked genuine foundations.

Good answers are likely to/may show awareness that while France under Napoleon appeared stable for most of the time (and indeed much more stable than previous revolutionary governments) it was in fact quite fragile and only maintained through the apparatus of a police state.

Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator: www.aqa.org.uk/umsconversion