



**General Certificate of Education
June 2013**

A2 History 2041

HIS3H

Unit 3H

**Monarchies and Republics in France,
1815–1875**

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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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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:**A2 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:

- Depth and precision in the use of factual information
- Depth and originality in the development of an argument
- The extent of the synoptic links
- 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)
- The way the answer is brought together in the conclusion

June 2013

A2 Unit 3: The State and the People: Change and Continuity

HIS3H: Monarchies and Republics in France, 1815–1875

Question 1

- 01** 'French foreign policy in the years 1830 to 1841 failed disastrously.'
Assess the validity of this view. (45 marks)

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

Generic Mark Scheme for essays at A2

- | | | |
|------------|--|--------------|
| | Nothing written worthy of credit. | 0 |
| L1: | Answers will display a limited understanding of the demands of the question. They 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, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. 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 demands of the question. They will either be primarily descriptive with few explicit links to the question or they may contain explicit comment but show limited relevant factual support. They will display limited understanding of differing historical interpretations. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. Answers will be coherent but weakly expressed and/or poorly structured. | 7-15 |
| L3: | Answers will show an understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. | 16-25 |
| L4: | Answers will show a good understanding of the demands of the question. They will be mostly analytical in approach and will show some ability to link ideas/arguments and information and offer some judgement. Answers will show an understanding of different ways of interpreting material and may refer to historical debate. Answers will be well-organised and display good skills of written communication. | 26-37 |
| L5: | Answers will show a very good understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical understanding, informed by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be well-structured and fluently written. | 38-45 |
-

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 will need to assess/identify and evaluate/explain whether there was failure and the extent to which this might be proven as disastrous. The premise of failure in this period is a well known one, but students should advance beyond the generic 'The policy was not popular'. There should be some clear focus on the notion of extent at the highest levels and an appreciation of what objectives there were.

Students may refer to some of the following material in support of failure:

- the French still hoped for a return to the glory days of Bonaparte
- whilst foreign policy achieved its objectives, these objectives were themselves not glorious and this was what the public wished for.

Nevertheless, there are a number of other factors to consider that indicate foreign policy had not failed:

- Charles X's victory over the Barbary pirates and the swift capture of Algiers, was significant
- the Belgian rebellion in 1830 is one of the greatest successes in the period and guaranteed the friendship of Britain
- the Mehemet Ali affair, whilst damaging publically, did avoid the sort of general European war that Louis-Philippe feared
- the precursor to the Affair of the Spanish Marriages and the accession of Palmerston in 1841 might be argued to have achieved objectives for France.

In conclusion, students may:

- argue that there was a clear lack of glory across the period, and prove that this was something at least some sections in France hankered after. However, there may be some very powerful balance arguing that a certain war-weariness and a desire to simply get on with life, means that sweeping assertions about glory hunger are simplistic
- argue that the foreign policy was a success in preserving France's position on the international stage, and convincing the allies that France was again to be trusted.

Question 2

- 02** How far was the revolution of 1848 the result of economic crisis within France?
(45 marks)

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

Generic Mark Scheme for essays at A2

- Nothing written worthy of credit. **0**
- L1:** Answers will display a limited understanding of the demands of the question. They 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, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. 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 demands of the question. They will **either** be primarily descriptive with few explicit links to the question **or** they may contain explicit comment but show limited relevant factual support. They will display limited understanding of differing historical interpretations. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. Answers will be coherent but weakly expressed and/or poorly structured. **7-15**
- L3:** Answers will show an understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. **16-25**
- L4:** Answers will show a good understanding of the demands of the question. They will be mostly analytical in approach and will show some ability to link ideas/arguments and information and offer some judgement. Answers will show an understanding of different ways of interpreting material and may refer to historical debate. Answers will be well-organised and display good skills of written communication. **26-37**
- L5:** Answers will show a very good understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical understanding, informed by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be well-structured and fluently written. **38-45**

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 will need to assess/identify and evaluate/explain the nature of the economic crisis and balance this against other factors. Students may be well-rehearsed in arguments about class

conflict and historiographical debate in this respect. However, there should be care to recognise the centrality of the student's own views rather than a précis of those of others.

Students may refer to some of the following material in support of economic crisis:

- social and industrial change occurred slowly in France. A long-term trend of worsening urban conditions combined with a rapid rise in unemployment and a corresponding fall in real wages from 1846
- the standard of living had fallen dramatically from a position of relative prosperity
- Paris had seen an especially uncontrolled and rapid population rise. It was here that pressure for change was focused.

Nevertheless, there are a number of other factors to consider:

- it was not the economic crisis as such that caused the crisis but Louis-Philippe's reaction to it. His assertion that the government could do little to help further inflamed the tense urban situation
- this combined with long-term factors including the style of Louis-Philippe's government, that did nothing to engender loyalty
- Thiers and the Banquet movement is an obvious short-term factor, contributing to political pressure for change
- again, chance played a role as the banquets were hijacked by those with more extreme political views
- there had been economic hardship in the past but this combined with a vocal press willing to advertise hardship made the situation much worse
- the failure of the National Guard encouraged protesters to believe the king was on the defensive
- Guizot, both as a long-term factor in office, and his dismissal which further encouraged those demanding change.

Question 3

- 03** 'The Catholic Church was the most significant obstacle to change in the years 1815 to 1875.'

Assess the validity of this view.

(45 marks)

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

Generic Mark Scheme for essays at A2

Nothing written worthy of credit.

0

- L1:** Answers will display a limited understanding of the demands of the question. They 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, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. 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 demands of the question. They will **either** be primarily descriptive with few explicit links to the question **or** they may contain explicit comment but show limited relevant factual support. They will display limited understanding of differing historical interpretations. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. Answers will be coherent but weakly expressed and/or poorly structured. **7-15**
- L3:** Answers will show an understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. **16-25**
- L4:** Answers will show a good understanding of the demands of the question. They will be mostly analytical in approach and will show some ability to link ideas/arguments and information and offer some judgement. Answers will show an understanding of different ways of interpreting material and may refer to historical debate. Answers will be well-organised and display good skills of written communication. **26-37**
- L5:** Answers will show a very good understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical understanding, informed by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be well-structured and fluently written. **38-45**
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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 will need to assess/identify and evaluate/explain the role of the Church as a force of conservatism and balance this against arguments that the Church encouraged a range of changes in government and society, or that other factors were more significant in preventing change. The Church is a central topic in this Alternative, but the depth of information given on this breadth question will necessarily be limited compared to an understanding of the broader chronological sweep given in the question.

Students may refer to some of the following material in support of the statement:

- the power of the Church grew steadily until 1824, riding a revival in popular spirituality and religious observance. This growth was linked to an Ultra agenda of conservatism
- Charles X's close association with the cause of the Church was seen as an attempt to introduce a conservatism to France
- the Church's, and especially the Jesuits', increasing involvement in the provision of education became part of a belief that Jesuits were asserting undue influence over the King and his ministers. This was seen as an essentially conservative force
- the effort of Louis-Philippe to limit the role of bishops, and to force the Jesuits out of France, indicates that the Church was at least seen to have a substantial influence in government
- the Party of Order that emerged under Louis Napoleon meant security and stability, and also an end to anti-clericalism. The Catholic Church was very influential in the party
- under Louis-Napoleon the Church attempted to re-establish their conservative hold over education lost in 1830
- the Loi Falloux illustrates the triumph of the Church and its opposition to change.

Nevertheless, there are a number of other factors to consider:

- the Church began the period in a weakened position. The Revolution had begun a process of widespread land and property confiscation which continued under Bonaparte. New ideas had further weakened the respect for the church. There was much to suggest the Church would want a return to the ancien regime. Hence, whilst not advocating progressive change, the Church was at least seen as a significant force for a retrospective change
- the leaders of French Government throughout the period might be considered, willingly or not, to have been far more significant opponents to change. When change was advocated it tended to end poorly
- the Charter of 1814 limited Louis XVIII to a role as constitutional monarch. The Great powers actively sought a conservative force in France
- censorship and control of the press was significant – when it was relaxed under Louis-Philippe it clearly fuelled demand for change
- property owners and the middle class feared change – the fear of the urban proletariat or even the mob was clear during 1848. There was good historical reason it appeared to believe that the lower orders should be controlled in France.