



## **General Certificate in Education**

# **A2 History 6041**

## **Alternative D Unit 6W**

# **Mark Scheme**

*2008 examination – June series*

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 meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting 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 candidates' 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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## **CRITERIA FOR MARKING GCE HISTORY:**

### **A2 EXAMINATION PAPERS**

#### **General Guidance for Examiners**

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#### **A: INTRODUCTION**

The AQA's A2 History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specification. These cover the normal range of skills, knowledge and understanding which have been addressed by A2 level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at A2 level, high-level historical skills, including knowledge and understanding, are usually deployed together.

The specification has addressed subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that GCE History is concerned with the analysis of historical problems and issues, the study of which encourages candidates to make judgements grounded in evidence and information.

The schemes of marking for the specification reflect these underlying principles. The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History.

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a wide choice of subject content options or alternatives within the specification for A2.

It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other alternatives.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall (Section B) and in deciding on a mark within a particular level of response (Section C).

**B: EXEMPLIFICATION OF A LEVEL (A2) DESCRIPTORS**

The relationship between the Assessment Objectives (AOs) 1.1, 1.2 and 2 and the Levels of Response.

A study of the generic levels of response mark scheme will show that candidates who operate solely or predominantly in AO 1.1, by writing a narrative or descriptive response, will restrict themselves to a maximum of 6 out of 20 marks by performing at Level 1. Those candidates going on to provide more explanation (AO 1.2), supported by the relevant selection of material (AO1.1), will have access to approximately 6 more marks, performing at Level 2 and low Level 3, depending on how implicit or partial their judgements prove to be. Candidates providing explanation with evaluation and judgement, supported by the selection of appropriate information and exemplification, will clearly be operating in all 3 AOs (AO 2, AO1.2 and AO1.1) and will therefore have access to the highest levels and the full range of 20 marks by performing in Levels 3, 4 and 5.

**Level 1:*****Either***

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly, or wholly narrative.

***Or***

Answer implies analysis but is excessively generalised, being largely or wholly devoid of specific information. Such answers will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place.

**Exemplification/guidance**

Narrative responses will have the following characteristic: they

- will lack direction and any clear links to the analytical demands of the question
- will, therefore, offer a relevant but outline-only description in response to the question
- will be limited in terms of communication skills, organisation and grammatical accuracy.

Assertive responses: at this level, such responses will:

- lack any significant corroboration
- be generalised and poorly focused
- demonstrate limited appreciation of specific content
- be limited in terms of communication skills, organisation and grammatical accuracy.

IT IS MOST IMPORTANT TO DISCRIMINATE BETWEEN THIS TYPE OF RESPONSE AND THOSE WHICH ARE SUCCINCT AND UNDEVELOPED BUT FOCUSED AND VALID (appropriate for Level 2 or above).

**Level 2:*****Either***

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but lack weight and balance.

***Or***

Demonstrates, by relevant selection of material, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

**Exemplification/guidance**

Narrative responses will have the following characteristics:

- understanding of some but not all of the issues
- some direction and focus demonstrated largely through introductions or conclusions
- some irrelevance and inaccuracy
- coverage of all parts of the question but be lacking in balance
- some effective use of the language, be coherent in structure, but limited grammatically.

Analytical responses will have the following characteristics:

- arguments which have some focus and relevance
- an awareness of the specific context
- some accurate but limited factual support
- coverage of all parts of the question but be lacking in balance
- some effective use of language, be coherent in structure, but limited grammatically.

**Level 3:**

Demonstrates by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial.

**Exemplification/guidance**

Level 3 responses will be characterised by the following:

- the approach will be generally analytical but may include some narrative passages which will be limited and controlled
- analysis will be focused and substantiated, although a complete balance of treatment of issues is not to be expected at this level nor is full supporting material
- there will be a consistent argument which may, however, be incompletely developed, not fully convincing or which may occasionally digress into narrative
- there will be relevant supporting material, although not necessarily comprehensive, which might include reference to interpretations
- effective use of language, appropriate historical terminology and coherence of style.

#### **Level 4:**

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope.

#### **Exemplification/guidance**

Answers at this level have the following characteristics:

- sustained analysis, explicitly supported by relevant and accurate evidence
- little or no narrative, usually in the form of exemplification
- coverage of all the major issues, although there may not be balance of treatment
- an attempt to offer judgement, but this may be partial and in the form of a conclusion or summary
- effective skills of communication through the use of accurate, fluent and well directed prose.

#### **Level 5:**

As Level 4 but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question.

#### **Exemplification/guidance**

Level 5 will be differentiated from Level 4 in that there will be:

- a consistently analytical approach
- consistent corroboration by reference to selected evidence
- a clear and consistent attempt to reach judgements
- some evidence of independence of thought, but not necessarily of originality
- a good conceptual understanding
- strong and effective communication skills, grammatically accurate and demonstrating coherence and clarity of thought.

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**C: DECIDING ON MARKS WITHIN A LEVEL**

***These principles are applicable to both the Advanced Subsidiary examination and to the A level (A2) examination.***

Good examining is, ultimately, about the **consistent application of judgement**. Mark schemes provide the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in subjects like History, which in part rely upon different interpretations and different emphases given to the same content. One of the main difficulties confronting examiners is: "What precise mark should I give to a response *within* a level?". Levels may cover four, five or even six marks. From a maximum of 20, this is a large proportion. In making a decision about a specific mark to award, it is vitally important to think *first* of the mid-range within the level, where the level covers more than two marks. Comparison with other candidates' responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making a decision away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment, **including the quality of written communication skills**. The more positive the answer, the higher should be the mark awarded. We want to avoid "bunching" of marks. Levels mark schemes can produce regression to the mean, which should be avoided.

So, is the response:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced, or markedly better in some areas than in others?
- and, **with regard to the quality of written communication skills:**
  - generally coherent in expression and cogent in development (as appropriate to the level awarded by organising relevant information clearly and coherently, using specialist vocabulary and terminology)?
- well-presented as to general quality of language, i.e. use of syntax (including accuracy in spelling, punctuation and grammar)? (In operating this criterion, however, it is important to avoid "double jeopardy". Going to the bottom of the mark range for a level in each part of a structured question might well result in too harsh a judgement. The overall aim is to mark positively, giving credit for what candidates know, understand and can do, rather than looking for reasons to reduce marks.)

It is very important that Assistant Examiners **do not** always start at the lowest mark within the level and look for reasons to increase the level of reward from the lowest point. This will depress marks for the alternative in question and will cause problems of comparability with other question papers within the same specification.

**June 2008**

**Alternative D: Revolution, Conservatism and Nationalism in Europe, 1789–1914**

**A2 Unit 6: The Crowd in the French Revolution, 1789–1794**

- (a) Use **Source B** and your own knowledge.

Assess the validity of the view in **Source B** about Robespierre's reputation as a revolutionary. (10 marks)

*Target: AO1.1, AO2*

- |     |                                                                                                                                              |             |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| L1: | Summarises the content of the extract and the interpretation it contains.                                                                    | <b>1-2</b>  |
| L2: | Demonstrates understanding of the interpretation and relates to own knowledge.                                                               | <b>3-5</b>  |
| L3: | As L2, and evaluation of the interpretation is partial.                                                                                      | <b>6-8</b>  |
| L4: | Understands and evaluates the interpretation and relates to own knowledge to reach a sustained and well-supported judgement on its validity. | <b>9-10</b> |

**Indicative content**

At Level 1 candidates will extract relevant content from the source, e.g. 'champion of popular sovereignty' therefore 'he was popular' opposed the distinction between 'active' and 'passive' citizen' but 'did nothing to promote social and democratic policies'. At Level 2 this source content will be related to own knowledge about how Robespierre gained a high degree of power by working with or manipulating popular movements and then abandoning them to pursue a personal agenda based on the ideals of virtue. Candidates may argue that Robespierre deserted the *sans-culottes* as a result of the dechristianisation that was carried out and which he objected to. At Level 3 answers will become more analytical than descriptive and begin to challenge and support elements of the interpretation. Answers may refer to Rudé's view that Robespierre started with socialist principles but eventually turned against the people by turning popular sovereignty into the dictatorship of the Committee of Public Safety. At Level 4 there will be clear debate about Townson's interpretation perhaps taking the view that Robespierre's abandonment of popular sovereignty was a temporary policy to preserve the Revolution in the time when it was threatened by both internal and external enemies and when the Republic of Virtue needed to be established.



(b) Use **Source C** and your own knowledge.

How useful is **Source C** as evidence about Robespierre's aims in government?

(10 marks)

*Target: A01.1, A02*

- L1: Summarises the content of the extract in relation to the issue presented in the question. **1-2**
- L2: Demonstrates some appreciation either of the strengths and/or of the limitations of the content of the source in relation to its utility/reliability within the context of the issue. **3-5**
- L3: Demonstrates reasoned understanding of the strengths and limitations of the source in the context of the issue and draws conclusions about its utility/reliability. **6-8**
- L4: Evaluates the utility/reliability of the source in relation to the issue in the question to reach a sustained and well-supported judgement. **9-10**

### Indicative content

At Level 1 candidates will extract relevant information about Robespierre's aims in relation to the 'Republic of Virtue', e.g. the priority should be service to the Republic and glory or where the nation looks after all of its citizens, etc. At Level 2 basic statements about utility will be made, e.g. it is a primary source, it is limited because it does not show how much support there was for this idea, or lacks the context that people were afraid to oppose Robespierre. At Level 3 and Level 4 the utility of the source will be explicit, developed and reasoned. The source is clearly representative of Robespierre's idealistic ideas but is not borne out by the reality of the dictatorship of the Committee of Public Safety. The source perhaps seeks to justify why the Terror was necessary to rid France of all internal enemies or suspected enemies so that the Republic of Virtue could be established. The source is evidence of how Robespierre appears to have abandoned all intentions of helping the condition of the *sans-culottes*, at least until the Revolution and Republic were secure. He did abandon them and this in part led to his eventual downfall. Candidates who are clear about this and place it in context are worthy of Level 4.

- (c) Use **Sources A, B and C** and your own knowledge.

'The radicalisation of the Crowd in the years 1789 to 1794 owed more to Robespierre and political clubs than to demands for bread.'

Assess the validity of this view.

(20 marks)

*Target: AO1.1, AO1.2, AO2*

- L1: Is able to demonstrate, by relevant selection of material, *either* from appropriate sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-6**
- L2: ***Either***  
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.
- Or***  
Demonstrates, by relevant selection of material, *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers while relevant will lack both range and depth and will contain some assertion. **7-11**
- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**
- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with the wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

### Indicative content

Evidence from the sources:

Source A – 'Clubs and fraternal societies were formed...By such means the ideas of the democrats and later of the more radical republicans were transmitted to and absorbed by the Crowd'. 'There was only one (riot) in which the price for supply of food or bread appears to have played no part at all'.

Source B – 'champion of popular sovereignty', 'he was popular' opposed the distinction between 'active' and 'passive' citizens and did nothing to promote social and democratic policies'.

Source C – 'where the law encourages beneficent and generous feelings', 'desire for glory and the service of the Republic', and 'where the nation assures the well being of every individual', 'where all men's spirits are uplifted by the continued sharing of republican statements'.

Political clubs had begun to form in 1789 after the Estates General met. The Jacobin Club began as a club with a high entrance fee so up to the summer 1791 its dominant members were liberal constitutional monarchists. Robespierre was the leader of a minority group of radical Jacobin deputies. The Cordeliers Club was more radical and had unrestricted membership and objected to the distinction between 'active' and 'passive' citizens and supported measures favoured by the Crowd. Its leaders were Danton, Desmoulins, Hébert, Brissot and Marat. The example of the Cordeliers Club led to the formation of many fraternal societies in Paris (Source A). These clubs kept the public informed of the major issues of the day, supported election candidates and acted as pressure groups on the Assembly. This led to the radicalisation of the Crowd especially through the Cordeliers Club. When the Jacobin club split in 1791 over the issue of what should happen to the King after the 'Flight to Varennes', Robespierre was left to preside over the more radical remaining members. From this position he was able to build a power base with the Crowd in support of him as they entered their most radical phase. Together they were able to dominate the Convention directly and indirectly. However, some historians claim that Robespierre manipulated the support of the Crowd but did nothing for them in power (Source B). He had idealistic aims which possibly had to be achieved first (Source C). During the Terror he wanted to root out the internal enemies of the Revolution. Terror guaranteed virtue and the *sans-culottes* were used or willing to carry out this work depending on the viewpoints. This was certainly a result of their radicalisation.

Demand for food or bread was a constant issue between 1789 and 1794. The Crowd had been responsible for the successful attack on the Bastille and bringing the Royal Family back to Paris in the 'October Days'. Yet they had received few rewards. Inflation had affected them greatly. The value of wages fell and food prices went up. There were riots and discontent of workers was used by the popular societies, who linked economic protests to the political demands for a democratic republic. This made the Revolution more radical in ways that the bourgeois leaders of 1789 had neither intended nor desired. Clearly Rudé believes that the demand for food or bread was more or less a constant factor in the rise of the *sans-culottes*. After they had put the Jacobins in power in 1793 they received some reward including the law of the General Maximum on 29<sup>th</sup> September. It can also be argued that the radicalisation of the Crowd occurred because of the war. The support of the people was necessary to fight the war so some of their demands had to be met. A maximum price had to be fixed for grain in May 1793. The Revolutionary Tribunal, Watch Committees and *armées révolutionnaires* were set up which gave a lot of influence to some militant members of the Crowd.

To secure Levels 4 and 5 answers must refer to historical interpretation. Rudé claims that the primary and most constant motive impelling revolutionary crowds was the concern for the provision of cheap and plentiful food (Source A). Soboul sees the revolution in terms of a class struggle. The Crowd was rising up to destroy the feudal system and the aristocracy. This could be debated in the clubs. Furet and Richet argue that the Jacobins manipulated the *sans-culottes* for their own ends. This is also suggested by Townson (Source B).

At Level 1 there will be narratives of the Revolution from 1789 to 1794. At Level 2 answers will describe in more detail the radicalisation of the Crowd with some mention of how it interacted with Robespierre and popular societies and the demand for bread. At Level 3 there will be some discussion of how the Crowd's radicalism was affected by both Robespierre and popular societies and the demand for bread. However, the discussion may be unbalanced. At Level 4 some evidence of the specified reading about the historical debate relating to the radicalisation of the Crowd will be present. The answer will include explicit and knowledgeable evaluation of why this occurred. At Level 5 evidence of historical interpretations will clearly be integrated into the argument with evidence from the sources and own knowledge to evaluate the reasons for the radicalisation of the Crowd in the French Revolution.