

GCE

History A

Unit : Y214/01 France 1814 - 1870

Advanced GCE

Mark Scheme for June 2017

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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

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix

MARK SCHEME Section A

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p>Which of the following was the greater failure for Napoleon III? (i) the Mexican adventure (ii) events in Italy Explain your answer with reference to both (i) and (ii)</p> <p>In dealing with the Mexican adventure</p> <ul style="list-style-type: none"> • Answers might suggest that it caused people to question Napoleon's judgement and lost support as he was forced to withdraw troops • Answers might suggest that Maximilian was abandoned • Answers might suggest that he lost large numbers of troops. <p>In dealing with events in Italy,</p> <ul style="list-style-type: none"> • Answers might suggest that his actions aroused the suspicion of Britain • Answers might suggest he failed to win the gratitude of Italians • Answers might suggest that he lost support in France 	10	<ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable. • 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.

1	(b)*	<p>Assess the reasons why there was so much opposition to the rule of Louis Philippe.</p> <p>In arguing that the main reason for opposition was Louis Philippe himself, answers might consider his claim to the throne:</p> <ul style="list-style-type: none"> • Answers might consider that he had acquired the throne through the support of a narrow social elite. • Answers might consider that Louis was seen as dull and boring. • Answers might consider that he was a compromise to restrain Republicans and prevent a Bourbon restoration. • Answers might consider the actions of Louis, who refused to allow parliament to dominate and took an increasing role in affairs. <p>In arguing that there were other reasons</p> <ul style="list-style-type: none"> • Answers might consider that the economic crisis of 1846 created opposition. • Answers might consider the legacy of the French Revolution. • Answers might consider foreign policy and the lack of gloire. • Answers might consider opposition propaganda. • Answers might consider the domestic policy pursued by the government. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on evaluating the reasons, but at Level 4 may simply list the reasons. • At Level 5 and above there will be judgement as to the relative importance of the reasons. • At higher levels candidates might establish criteria against which to assess the importance of the reasons. • To be valid judgements, claims must be supported by accurate and relevant 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 marks scheme. <ul style="list-style-type: none"> • No set answer is expected
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2	(a)	<p>Which of the following was of greater significance in the economic development of France? (i) the banking reforms under Napoleon III (ii) the construction of railways under Napoleon III. Explain your answer with reference to both (i) and (ii)</p> <p>In dealing with the banking reforms</p> <ul style="list-style-type: none"> • Answers might suggest that it made credit more available for economic development and created the impression of being progressive • Answers might suggest that it allowed the development of the rail network and building projects • Answers might suggest the financial system was discredited as speculative investment failed <p>In dealing with the construction of railways,</p> <ul style="list-style-type: none"> • Answers might suggest that the scale of construction was impressive after the situation he inherited • Answers might suggest that the linking together of regions allowed economic development • Answers might suggest that the rail network was similar to that of Britain's by the end of the period. 	10	<ul style="list-style-type: none"> • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable. • 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.
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2	(b)*	<p>‘Napoleon III’s foreign policy was nothing more than a series of disasters.’ How far do you agree?</p> <p>In arguing that Napoleon III’s foreign policy was a series of disasters, answers might consider the 1860’s.</p> <ul style="list-style-type: none"> • Answers might consider that it was his foreign policy that lost him his position as Emperor. • Answers might consider that his foreign policy lost him support at home. • Answers might consider that he failed in his attempts to achieve gloire. • Answers might consider that he was unable to prevent the rise of a powerful neighbour with Prussia/Germany. • Answers might consider the collapse of his colonial dreams in Mexico. • Answers might consider the antagonism he created with the Catholic Church. <p>In arguing that it was not a series of disasters answers might argue that the 1850s were reasonably successful.</p> <ul style="list-style-type: none"> • Answers might consider the gains made from the Crimean War. • Answers might consider it appeared as if he could challenge the Vienna Settlement. • Answers might consider that territorial gains were made with Nice and Savoy. • Answers might consider that he gained popular support for his initial actions in Italy. • Answers might consider the removal of Austria from Italy. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on ‘nothing more than a series of disasters’, but at Level 4 may simply list the successes and failures. • At Level 5 and above there will be judgement as to the relative importance of the success and failures. • At higher levels candidates might establish criteria against which to assess ‘disaster’. • To be valid judgements, claims must be supported by accurate and relevant 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 marks scheme.
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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>
	1. Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]
2. Level 6 9–10 marks	3. Both factors are thoroughly analysed and evaluated using accurate and detailed knowledge and understanding of key features of the period, in order to reach a developed and substantiated judgement in relation to the question.
4. Level 5 7–8 marks	5. Both factors are analysed and evaluated using generally accurate and detailed knowledge and understanding of key features of the period, in order to reach a substantiated judgement in relation to the question.
6. Level 4 5–6 marks	7. Both factors are analysed and evaluated using relevant knowledge and understanding of key features of the period, however treatment of factors may be un-even with analysis and evaluation of one of the two being only partial. Analysis and evaluation is used to support a reasonable judgement in relation to the question.
8. Level 3 3–4 marks	9. Both factors are analysed and evaluated in a partial way, using some relevant knowledge of key features of the period, in order to make a basic judgement in relation to the question.
10. Level 2 2 marks	11. Limited and generalised knowledge of the period is used to attempt a limited analysis or evaluation of both factors, and this is linked to a very simplistic judgement.
12. Level 1 1 mark	13. Very limited and generalised knowledge of the period is used to attempt a very limited analysis or evaluation of one of the factors. The other factor is either not considered or there is very limited information or description of the factor with no attempt to use this knowledge. If there is a judgement, this takes the form of assertion.
14. 0 marks	15. Nothing of any relevance to the factors.

	<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 Question 1(b) and Question 2(b): Essay [20]
Level 6 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
Level 5 13–16 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 10–12 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 7–9 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 4–6 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 1–3 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.

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