

GCE

History A

Unit **Y243/01**: The French Revolution and the rule of Napoleon
1774–1815

Advanced Subsidiary GCE **H105**

Mark Scheme for June 2017

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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.

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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

MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p>Assess the reasons why the monarchy was overthrown in France in 1793.</p> <ul style="list-style-type: none"> • In arguing that war was the most important reason for the overthrow of monarchy, answers might consider how it destroyed the consensus of 1789. • Answers might consider that the monarchy did not support the war and Louis wanted to be defeated so that he would recover his powers. • Answers might consider that there were concerns that a short victorious war might strengthen the power of the King. • Answers might consider that war led to co-operation between Lafayette and the Brissotins. • Answers might consider the impact of the early defeats, with some blaming treason and traitors, including Marie Antoinette who had sent details of French military plans to the Austrians. <ul style="list-style-type: none"> • In arguing that there were other reasons it might be argued that the flight to Varennes was important, it might be argued that it showed Louis had not accepted the constitution. • Answers might consider that the Court was plotting against the Revolution. • Answers might consider Louis' refusal to agree to some laws and the dismissal of Girardin ministers. • Answers might consider the fear of a military coup in support of the king. • Answers might consider, the increasing influence and power of the sans culottes and their popular democracy. 		<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to the relative importance of the reasons • At higher Levels candidates might establish criteria against which to judge the relative importance of the reasons. • 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.

2		<ul style="list-style-type: none"> • Answers might consider, the importance of the arrival of the federes in Paris. • Answers might consider, the growing support for a Republic. • Answers might consider, the impact of the Brunswick Manifesto. • Answers might consider, the role of the Commune. <p>‘The achievement of financial stability was the most important reason Napoleon was able to maintain power in the years from 1799 to 1807.’ How far do you agree?</p> <ul style="list-style-type: none"> • In arguing that financial stability was the most important reason, answers might argue that in 1799 the treasury was virtually empty and therefore it was an important concern. • Answers might consider that financial stability restored prosperity and improved the lives of all classes. • Answers might consider that the introduction of financial reforms transformed the situation. • Answers might consider the stability that was brought to France. • Answers might consider that France was more financially stable than under earlier regimes. • Answers might consider the impact of a stable currency, the payment of public debts and the paying of public officials and the army. • In arguing that there were other factors, answers might argue that Napoleon used patronage and bribery, which satisfied the desire for status and honour. • Answers might consider that supporters were 		<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to the most important reason • At higher Levels candidates might establish criteria against which to judge the relative importance of financial stability. • 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.
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3		<p>appointed to government positions to bind them to the regime.</p> <ul style="list-style-type: none"> • Answers might consider that repression was essential and consider the use of police and prefects. • Answers might consider the importance of the Civil Code and its authoritarian and restrictive measures • Answers might consider the use of censorship and propaganda • Answers might consider the reforms that were introduced in education and religion • Answers might consider the use of plebiscites to give the appearance of popular participation <p>‘Napoleon introduced features [into government] which would have been more commonly associated with the ancient regime.’</p> <p style="text-align: center;">From Stephen Lee, Aspects of Modern European History, 1789-1980, 1982</p> <p>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</p> <ul style="list-style-type: none"> • The historical debate about the Nature of Napoleon’s reforms centres on the extent to which he maintained the ancient regime or whether he was ‘the child of the Revolution’. • In analysing and evaluating the strengths and limitations of the interpretation, answers might consider that Napoleon’s rise was associated with the Revolution, that he cut himself off from his Jacobin connections, his links with ideas of the Enlightenment and how these ideas were fused 	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 evaluation of the interpretations 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 analysis and evaluation 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 evaluation, however for Level 5 there should be well-supported evaluation of both and for Level 4 supported evaluation on both, in line with levels descriptors.
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		<p>together.</p> <ul style="list-style-type: none"> • In analysing and evaluating the strengths of the given interpretation, answers might use knowledge and understanding of: <ul style="list-style-type: none"> • his lack of reference to the Revolutionary ideals of liberty, equality and fraternity • his use of eighteenth century devices • his introduction of the senate, the adaption of the old conseil d'etat and intendants • how he was upheld by divine right and the use of the title Emperor • his recreation of the nobility • his attitude to religion • In analysing the limitations of the given interpretation, answers might use knowledge and understanding of: <ul style="list-style-type: none"> • The impact of the Revolution on his economic policies • The retention of changes made to the social structure by the Revolution • The use of the policy and structure for education and the legal code from the Revolution • Other interpretations that might be used in evaluation of the given interpretation are: <ul style="list-style-type: none"> • He was more like the Enlightened Despots of the Russia, Austria and Prussia • He fused the Revolution and the ancien regime • He established a democratic or plebiscitary dictatorship, which had popular support, but was linked to a personality cult and military victories • There were features that had more in common with twentieth century dictatorships 	<ul style="list-style-type: none"> • Candidates are not required to construct their own interpretation.
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