

GCE

History A

Unit **Y244/01**: France 1814–1870

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>‘Economic problems were the most important reason for the overthrow of Louis Philippe.’ How far do you agree?</p> <ul style="list-style-type: none"> • In arguing that economic problems were the most important reason for the overthrow of Louis Philippe, answers might consider the problems of poverty and poor living conditions due to industrial changes. • Answers might consider the problem of unemployment after 1846. • Answers might consider the numbers that were dependent upon charity and the failure of the government to act. • Answers might consider the economic crisis of 1846. • Answers might consider the reaction of the well-to-do to the ‘condition of the people’ question. • In arguing that there were other reasons for Louis Philippe’s downfall, it might be argued that his fall was inevitable as his claim to rule was weak. • Answers might consider Louis Philippe’s leadership and personality. • Answers might consider, the foreign policy of Louis Philippe. • Answers might consider the legacy of the French revolution and alternative forms of government available. • Answers might consider the failure to extend the franchise and the loss of middle class support. • Answers might consider, the importance of the reform banquets. 	30	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to whether economic problems were the most important reason. • At higher Levels candidates might establish criteria against which to judge the reasons for his overthrow. • 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 loss of the support of the National Guard. <p>How far did Napoleon III achieve his aims in foreign policy?</p> <ul style="list-style-type: none"> • In arguing that Napoleon III achieved his aims, answers might consider that he won the support of Catholics by his support for the Papacy in Italy. • Answers might consider that he restored some international prestige to France through the Crimean War. • Answers might consider his support for nationalism in Italy. • Answers might consider the increase in the overseas Empire. • Answers might consider the increased prestige through relations with Russia and bringing about the new state of Romania. • Answers might consider that France appeared to be a dominant force in Europe. • Answers might consider the expansion towards France's 'natural frontiers'. • In arguing that Napoleon did not achieve his aims, answers might consider defeat in the Franco-Prussian War and Napoleon's overthrow. • Answers might consider that with rise of Prussia, France was not the dominant power in Europe. • Answers might consider that the Italian venture was not a complete success. • Answers might consider that the Mexico affair resulted in a loss of prestige. • Answers might consider the loss of prestige over the Polish Revolt, the Luxemburg Crisis and the Hohenzollern candidature. 	30	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to whether Napoleon achieved his foreign policy aims. • At higher Levels candidates might establish criteria against which to judge his aims. • 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>‘Throughout his time in power, Napoleon III presided over a regime which, however much it evolved, was characterised by continuity. He ruled neither as a reactionary nor a liberal.’</p> <p>James McMillan, <i>Idealist or Opportunist? Reassessing Napoleon III, Europe 1815-70</i>, 1994</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 III’s rule centres on whether it should be seen as continuous or whether there was a reactionary and liberal phase. • In analysing and evaluating the strengths and weaknesses of the interpretation, answers might consider the issue of his personal power and approach to rule remaining constant, rather than an ideological approach. • In analysing and evaluating the strengths of the given interpretation, answers might use knowledge and understanding of: <ul style="list-style-type: none"> • His views on strong, executive government • A desire to end revolution through satisfying the legitimate aims of the masses • The continuous pursuit of economic and social modernity • His policy was original • In analysing and evaluating the limitations of the given interpretation, answers might use knowledge and understanding of: <ul style="list-style-type: none"> • Reforms and measures that can be described as authoritarian in the period to 1859 • Measures that can be described as liberal in the 	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. • Candidates are not required to construct their own interpretation.
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			<p>period from 1859 to 1870</p> <ul style="list-style-type: none">• Other interpretations that might be used in evaluation of the given interpretation are:• The establishment of a Liberal Empire in January 1870• Napoleon was an idealist who was forced to be an opportunist in order to survive• He was a politique who worked hard to maintain the political initiative• He was a lonely figure, exercising power through agents who did not share his vision.		
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