

**GCE**

**History A**

**Y243/01: The French Revolution and the rule of Napoleon**

1774-1815

Advanced Subsidiary GCE

**Mark Scheme for June 2019**

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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.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
<b>BP</b>	Blank Page
	Highlight
Off-page comment	
<b>A</b>	Assertion
<b>AN</b>	Analysis
<b>EVAL</b>	Evaluation
<b>EXP</b>	Explanation
<b>F</b>	Factor
<b>ILL</b>	Illustrates/Describes
<b>IRRL</b>	Irrelevant, a significant amount of material that does not answer the question
<b>J</b>	Judgement
<b>KU</b>	Knowledge and understanding
<b>P</b>	Provenance
<b>SC</b>	Simple comment
	Unclear
<b>V</b>	View

Here is the mark scheme for this question paper.

**MARK SCHEME Section A**

Question	Answer/Indicative content	Mark	Guidance
1	<p><b>Assess the reasons for the fall of Robespierre</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that it was Robespierre’s loss of support among the sans-culottes that led to his fall,</b> answers might consider the execution of the Hebertists</li> <li>• <b>Answers might consider</b> the dissolution of popular societies</li> <li>• <b>Answers might consider</b> the end of direct democracy in the Sections</li> <li>• <b>Answers might consider</b> the rising of the Maximum on March, which led to inflation</li> <li>• <b>Answers might consider</b> the imposing of the Maximum on wages</li> <li>• <b>Answers might consider</b> the attitudes of ordinary people to the Terror</li> <li>• <b>Answers might consider</b> that the threats to the Republic had been defeated</li> <li>• <b>In arguing that other factors were more important</b> it might be argued that Robespierre had lost support among Catholics who disliked the Cult of the Supreme Being</li> <li>• <b>Answers might consider</b> that Robespierre appeared to be setting himself up as a high priest of a new religion.</li> <li>• <b>Answers might consider</b> the clash between the</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 there will be judgement as to the most important reason</li> <li>• At higher Levels candidates might establish criteria against which to judge strong relations.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• 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.</li> </ul>

<p>2.</p>		<p>Committee of Public Safety and Committee of General Security</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that many of the CPS were suspicious of Robespierre and he was losing support among former allies</li> <li>• <b>Answers might consider</b> the impact of Robespierre’s speech on 8 Thermidor attacking colleagues, without naming them. They plotted against him before he could arrest them</li> <li>• <b>Answers might consider</b> the events of 9 Thermidor and the poor organization of the Robespierrists</li> </ul> <p><b>How important was British opposition in the defeat of Napoleon?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that Britain was important in the defeat of Napoleon,</b> answers might argue that Britain was the only nation that continually opposed Napoleon.</li> <li>• <b>Answers might consider</b> the financial power of Britain that was used to fund other countries</li> <li>• <b>Answers might consider</b> the importance of Britain in the Peninsular War</li> <li>• <b>Answers might consider</b> the British dominance</li> </ul>	<p>30</p>	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 there will be judgement as to the relative importance of Britain in the defeat of Napoleon.</li> <li>• At higher Levels candidates might establish criteria against which to judge the importance of Britain’s role.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• 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.</li> </ul>
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3		<p>of the seas and the importance of Trafalgar</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the British role at Waterloo</li> <li>• <b>Answers might consider</b> the role of Britain in putting together the Quadruple Alliance</li>   <li>• <b>In arguing that other reasons were important,</b> answers might argue Napoleon’s campaign in Russia destroyed the Grand Armee</li> <li>• <b>Answers might consider</b> the importance of the Battle of Leipzig/Nations</li> <li>• <b>Answers might consider</b> the decline of Napoleon</li> <li>• <b>Answers might consider</b> the impact of the Continental System</li> <li>• <b>Answers might consider</b> how allied forces had adapted to Napoleonic tactics</li> <li>• <b>Answers might consider</b> the role of Prussia at Waterloo</li> <li>• <b>Answers might consider</b> the difficulties within France of raising money and troops</li> </ul> <p><b>Read the interpretation and then answer the question that follows:</b></p> <p><b>‘Although there was still a great deal to be done, they [The August Decrees] marked the end of noble power and privilege of birth by establishing a society based on civil equality.’</b></p> <p><b>Dylan Rees, <i>France in Revolution 1774-1815</i>, 2015</b></p>	20	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• 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.</li> <li>• Candidates must refer to at least one other interpretation.</li> <li>• 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.</li> </ul>
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		<p><b>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</b></p> <ul style="list-style-type: none"> <li>• <b>The historical debate is about the destruction of the ancien regime</b></li> <li>• <b>In analysing and evaluating the strengths and limitations of the interpretation,</b> answers might consider that other events, such as the Constitution, the Declaration of the Rights of Man and the October days were more important.</li> <li>• <b>In analysing and evaluating the strengths of the given interpretation,</b> answers might use knowledge and understanding of:             <ul style="list-style-type: none"> <li>• the abolition of feudal rights and personal serfdom</li> <li>• the abolition of seigneurial courts</li> <li>• the renouncing of noble privileges</li> <li>• the abolition of tax privileges relating to land and persons</li> <li>• the equal taxing of people</li> <li>• the abolition of special privileges for provinces, principalities, pays, cantons, towns and villages</li> <li>• the eligibility of all citizens, regardless of birth for all offices, ecclesiastical, military and civil</li> </ul> </li> <li>• <b>In analysing the limitations of the given interpretation,</b> answers might use knowledge and understanding of:             <ul style="list-style-type: none"> <li>• The difference between theory and practice in establishing equality</li> <li>• The career open to talents benefited the</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Candidates are not required to construct their own interpretation.</li> </ul>
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			<p>bourgeoisie rather than peasantry or worker</p> <ul style="list-style-type: none"><li>• Peasants had to pay compensation to landlords for the loss of feudal dues, this was abolished only in 1793</li><li>• It would take time to replace institutions</li><li>• There was fear that an aristocratic plot would undo the gains</li><li>• <b>Other interpretations that might be used in evaluation of the given interpretation are:</b></li><li>• Interpretations that focus on the importance of the declaration of the Rights of Man and the Citizen</li><li>• Interpretations that focus on the attitude of the monarchy and the fact that Louis' ambivalence limited the impact of the Decrees</li><li>• Interpretations that focus on whether all sections of society gained civil equality</li></ul>		
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APPENDIX 1 – this contains a generic mark scheme grid

	<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>
	<b>Generic mark scheme for Section A, Questions 1 and 2: Essay [30]</b>
<b>Level 5</b> 25–30 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.
<b>Level 4</b> 19–24 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.
<b>Level 3</b> 13–18 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.
<b>Level 2</b> 7–12 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.
<b>Level 1</b> 1–6 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.

	<i>A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	<b>Generic mark scheme for Section B, Question 3: Interpretation [20]</b>
<b>Level 5</b> 17–20 marks	The answer has a very good analysis of the interpretation. It uses detailed and relevant knowledge of the historical context and shows thorough understanding of the wider historical debate, in the form of detailed examination of other interpretations, in order to produce a well-supported evaluation of both the strengths and weaknesses of the given interpretation.
<b>Level 4</b> 13–16 marks	The answer has a good analysis of the interpretation. It uses relevant knowledge of the historical context and good understanding of the wider historical debate, in the form of examination of other interpretations, in order to produce a supported evaluation of both the strengths and weaknesses of the given interpretation.
<b>Level 3</b> 9–12 marks	The answer has a partial analysis of the interpretation. It uses some relevant knowledge of the historical context and shows partial understanding of the wider historical debate, in the form of reference to other interpretations, in order to evaluate the strengths and weaknesses of the given interpretation. The evaluation may be un-even with only limited treatment of either limitations or strengths, but both will be addressed.
<b>Level 2</b> 5–8 marks	The answer has a limited analysis of the interpretation. It uses generalised knowledge of the historical context and shows limited understanding of the wider historical debate, in the form of generalised reference to other interpretations, in order to produce a limited evaluation of the given interpretation. The evaluation may deal with either strengths or limitations in a very superficial way, or may only address limitations or strengths.
<b>Level 1</b> 1–4 marks	The answer has a very limited analysis of the interpretation which may be descriptive and relate more to the topic area than the detail of the interpretation. It uses very limited and generalised knowledge of the historical context and shows very limited or no understanding of the wider historical debate, with reference to other interpretations being implicit or lacking, in order to produce a very simplistic, asserted evaluation of the given interpretation.
0 marks	No evidence of understanding or reference to the interpretation.

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