

GCE

History A

Y243/01: The French Revolution and the rule of Napoleon 1774-1815

Advanced Subsidiary GCE

2020 Mark Scheme (DRAFT)

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.


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 2021

1. Annotations

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

2. Subject Specific Marking Instructions

How far do you agree questions . . .

The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.

Neither significance nor relative importance are attributed to the features listed.

The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.

Other questions . . .

The indicative content lists features of the period studied that relate to the question set.

Neither significance nor relative importance are attributed to the features listed.

The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.

Question	Answer	Mark	Guidance
1*	<p>Assess the reasons why France was unable to solve its financial problems in the period from 1774 to 1789.</p> <ul style="list-style-type: none"> • In arguing that the scale of the financial problems was the main reason, answers might consider the size of the deficit, which by 1786 had reached 112 million livres • Answers might consider that the deficit was twenty per cent of total expenditure • Answers might consider the impact of war between 1740 and 1783, with the cost of helping America reaching 1066 million livres • Answers might consider that the Crown was not receiving much of the tax revenue and therefore was unable to tackle the scale of the crisis • In arguing that other factors were more important it might be argued that tax exemption was a major cause of the problem 	30	<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 strong relations. • 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.

<p>2*</p>		<ul style="list-style-type: none"> • Answers might consider the need to get the privileged classes to pay • Answers might consider the difficulties in reforming the system. • Answers might consider the way ministers had raised funds, using loans • Answers might consider the policies of the individual ministers such as Necker, Fleury and Calonne • Answers might consider the failure of new measures to raise money, for example Calonne’s programme • Answers might consider why the reform process failed and how it created a political crisis which prevented progress <p>Assess the reasons why attempts to establish a constitutional monarchy in France failed in the years from 1789 to 1792.</p> <ul style="list-style-type: none"> • In arguing that the main reason for the failure was Louis XVI answers might argue that the flight to Varennes convinced many that he could not be trusted • Answers might consider the king’s religious beliefs and his view of the Civil Constitution of the Clergy • Answers might consider Louis’ loss of freedom and his view that he was a prisoner • Answers might consider how Louis’ attempted escape led a ‘mini’ Great Fear • Answers might consider that Louis did not understand how popular the changes since 1789 were 	<p>30</p>	<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.
-----------	--	---	-----------	--

3		<ul style="list-style-type: none"> • Answers might consider Louis’ veto of security measures passed by the Assembly • In arguing that other reasons were important, answers might argue that the growth in support for republicanism was important • Answers might consider the growth of political discussion and clubs • Answers might consider the involvement of foreign powers who were concerned for the safety of the king • Answers might consider the role of the Legislative Assembly • Answers might consider the economic difficulties which led to popular unrest and political unrest • Answers might consider the difficulty of paying soldiers. • Answers might consider the impact of the war against Prussia and Austria • Answers might consider the impact of the Brunswick Manifesto • Answers might consider actions within Paris. <p>‘Napoleon managed to fulfil the Revolution’s promises by taking full advantage of the peaceful circumstances of the late 1790s to 1803. He would begin to squander it as the wars accelerated.’</p> <p>From: M. Broers, Napoleon: Soldier of Destiny, published 2014</p> <p>Evaluate the strengths and limitations of this interpretation of Napoleon’s domestic reforms, making reference to other interpretations that you have studied.</p>	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.
---	--	---	----	--

		<ul style="list-style-type: none"> • The historical debate is about whether Napoleon was able to preserve the ideals of the Revolution • In analysing and evaluating the strengths and limitations of the interpretation, answers might consider that other issues, such as the ideals of the French Revolution, the modernisation of the state, financial issues and the extent to which a version of the ancient regime was restored and the impact of war on France. • In analysing and evaluating the strengths of the given interpretation, answers might use knowledge and understanding of: <ul style="list-style-type: none"> • The financial stability that Napoleon brought to France after earlier failings • How the financial stability became a problem as a result of consistent warfare later in his rule • The Civil Code which made the law applicable to the whole nation, a major change of the Revolution • How he upheld the gains made by the bourgeoisie at the Revolution • The department of the Revolution were maintained • Gains were squandered as large numbers were killed • In analysing the limitations of the given interpretation, answers might use knowledge and understanding of: <ul style="list-style-type: none"> • Napoleon’s ambition which was present throughout and undermined any achievements • The extent to which Napoleon undermined the achievements of the Revolution and established a dictatorship, with a powerful executive • The illiberal elements of the Civil Code 		<ul style="list-style-type: none"> • 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.
--	--	---	--	---

		<ul style="list-style-type: none">• The repression that was introduced with police and prefects and how it undermined liberty• The use of censorship which undermined freedom of speech• Governmental and administrative reforms replaced popular sovereignty of the Revolution• Judicial reforms were based on authoritarian rule• A new imperial nobility was created• Other interpretations that might be used in evaluation of the given interpretation are:• Interpretations that focus on Napoleon wanting to preserve the gains but within the context of his own ambitions• Interpretations that focus on whether he modernised the French state• Interpretations that focus on how much time Napoleon spent away from France on military campaigns		
--	--	--	--	--

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored