

**GCE**

**History A**

**Y243/01: Non-British period study: The French Revolution  
and the rule of Napoleon 1774-1815**

AS Level

**Mark Scheme for June 2024**

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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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## MARKING INSTRUCTIONS

### PREPARATION FOR MARKING RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training; OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

### MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.

#### 5. Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

#### Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor,

which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

### **Multiple Choice Question Responses**

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

*When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

### **Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

### **Short Answer Questions** (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

### **Short Answer Questions** (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

### **Longer Answer Questions** (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:
- there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response: Not applicable in F501
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

## 11. Annotations

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

## 12. Subject Specific Marking Instructions

Question	Answer	Mark	Guidance
1*	<p><b>Assess the reasons for Napoleon’s rise to power by 1799.</b></p> <p><b>In arguing that it was Napoleon’s ability,</b> answers might consider:</p> <ul style="list-style-type: none"> <li>• His military capabilities</li> <li>• His achievements in Italy</li> <li>• His actions at Toulon which earned him command of the army of the Interior</li> <li>• How he made use of opportunities In France, his association with the Jacobins and his links with Barras</li> <li>• How he made use of the victories in Italy and exaggerated success</li> <li>• The impact of the victory at Lodi</li> <li>• The importance of his campaign in Egypt</li> <li>• His early life and the impact of the French Revolution</li> <li>• The popularity of his achievement with the peace at Campo Formio</li> </ul> <p><b>In arguing that other factors were more important,</b> answers might consider:</p> <ul style="list-style-type: none"> <li>• That it was the weakness of the Directory that brought him to power</li> <li>• The increasing reliance on the army to settle disputes which brought Napoleon to prominence</li> <li>• The collapse of power in the provinces</li> <li>• The financial problems and the problems of war</li> <li>• Renewal of war and the policies of the Directory after 1797</li> </ul>	30	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>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.</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 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>

Question	Answer	Mark	Guidance
<p>2*</p>	<ul style="list-style-type: none"> <li>• How the Directory was discredited</li> <li>• The threat of Neo-Jacobinism</li> <li>• The coup d’etat of Brumaire and the actions of Sieyes and Lucien Napoleon’s actions</li> </ul> <p><b>How important was the war in Spain in bringing about the fall of Napoleon?</b></p> <p><b>In arguing that the war in Spain was important,</b> answers might consider:</p> <ul style="list-style-type: none"> <li>• That the nature of warfare led to heavy casualties</li> <li>• How Wellington was able to use the war to build up a strong British army</li> <li>• How the war enabled Britain to make allies on the European mainland</li> <li>• How French withdrawal from Portugal encouraged Austria to go to war in 1809</li> <li>• How the war in Spain damaged Napoleon’s image and reputation</li> <li>• How the war drained French resources</li> <li>• How the war destroyed the myth of his invincibility</li> <li>• How it encouraged British resistance</li> </ul> <p><b>In arguing that other reasons were important,</b> answers might consider:</p> <ul style="list-style-type: none"> <li>• That Napoleon’s ambition was the main reason as he was unwilling to accept a settlement</li> <li>• The impact of the Russian campaign</li> </ul>	<p>30</p>	<p>The indicative content lists features of the period studied that relate to the question set.  <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b>                  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.</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 the reasons.</li> <li>• At higher Levels candidates might establish criteria against which to judge the relative importance of the reasons.</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>

Question	Answer	Mark	Guidance
<p>3</p>	<ul style="list-style-type: none"> <li>• The impact of the Continental blockade as it led to French involvement in the Iberian peninsula</li> <li>• Britain’s strengths as an opponent</li> <li>• The impact of the 1813-14 campaigns</li> <li>• The problems Napoleon faced at home</li> <li>• The impact of the coalitions</li> </ul> <p><b>‘It seems most likely that the [French] Revolution broke out because long-term problems and resentments were brought to a head by events immediately preceding it. Two of the areas in which deep-seated problems reached a critical point in the 1770s and 1780s were those of finance and government.’</b></p> <p><b>J. Shennan, France before the Revolution, published in 1983</b></p> <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 origins of the French Revolution</b></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 financial crisis and the growing deficit</li> <li>• the problem of achieving financial reform</li> <li>• the impact of warfare on finances, notably the American War of Independence</li> </ul> </li> </ul>	<p>20</p>	<p>The indicative content lists features of the period studied that relate to the question set.  <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b>          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.</p> <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> <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> </ul>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>• the tax system and the Crown's lack of control</li> <li>• the policies of Necker, Fleury and Calonne</li> <li>• how the financial crisis created a political crisis with demands for an Estates General</li> <li>• how Louis was unable to impose reform</li> <li>• how the failure to secure reform led to a paralysis in government</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 economic crises that had gripped France in the 1770s and 1780s</li> <li>• The extent to which poor harvests created unrest and unemployment</li> <li>• The problems created by food shortages which led to food riots and disturbances</li> <li>• The long-term problems of the ancien regime, particularly tensions in society</li> <li>• The long-term problems of government and finance</li> </ul> </li> <li>• <b>Other interpretations that might be used in evaluation of the given interpretation are:</b> <ul style="list-style-type: none"> <li>• Interpretations that focus on the Revolution as part of the class struggle</li> <li>• Interpretations that focus on economic and social interpretations</li> <li>• Interpretations that focus on the intellectual and cultural background</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <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>

<b>Question</b>	<b>Answer</b>	<b>Mark</b>	<b>Guidance</b>

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.
<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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