



**General Certificate of Education
January 2012**

AS History 1041

HIS1F

Unit 1F

France in Revolution, 1774–1815

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level students. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Students who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which students meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a student performing at the highest AS level is already well prepared for the demands of A2.

CRITERIA FOR MARKING GCE HISTORY:

AS EXAMINATION PAPERS

General Guidance for Examiners (to accompany Level Descriptors)

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that students might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other students' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Students should never be doubly penalised. If a student with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a student with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

January 2012

GCE AS History Unit 1: Change and Consolidation

HIS1F: France in Revolution, 1774–1815

Question 1

01 Explain why Louis XVI called an Estates General (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why the Estates General was finally called to meet in in May 1789.

Students might include the following long-term factors:

- the financial crisis of the monarchy following the War of Independence in America and the government's need for a series of financial reforms which would change the tax system

And some of the following short-term/immediate factors:

- the failure of Calonne and then de Brienne in getting the Assembly of Notables in 1787–1788 to agree on any financial reforms
- the revolt of the aristocracy which included several elements:
 - the demands of the Assembly of Notables for an Estates General in order to agree to any changes in taxation
 - the demands by the parlements for an Estates General
 - riots by nobility in some provincial capitals in support of the parlements' demands
 - rebellion by the clergy in support of the parlements (condemning the reforms and voting a *don gratuit* of less than a quarter the size requested by the Crown)
- the state of bankruptcy that existed by August 1788 along with the wider economic crisis caused partly by the bad harvests and subsequent food shortages.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example the weak financial position of the Crown made it unable to deal with the growing opposition or to resist the demands to call the Estates General.

Question 1

- 02** How successful was the National (Constituent) Assembly in satisfying the demands of the Third Estate between August 1789 and September 1791? (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. The answer could be (but does not need to be) exclusively based on the focus of the question.

Effective answers will identify the demands of the Third Estate concerning the feudal system, taxation system, the unfair justice system, the power of the Church.

Reforms by the Constituent Assembly that dealt with the demands of the Third Estate might include:

- the August Decrees of 1789 ended the feudal system; equality as a principle was established. Tithes, financial privileges, tax exemptions, seigneurial courts were all abolished
- the Declaration of the Rights of Man also laid down citizens' rights to equality of treatment before the law, and set out the principles on which the new Constitution was to be based
- changes in the political system meant that 'active' citizens could now vote at local and national levels
- justice was now to be fair and available to everyone
- taxes on land and property were introduced, and the gabelle and indirect taxes were abolished
- Church land was sold, pluralism ended, clergy were to be elected and Protestants were to receive equal civil rights and toleration.

Factors suggesting that the Third Estate did not benefit equally from these reforms and thus did not have all their demands met might include:

- the distinction between 'active' and 'passive' citizen which meant that only those with wealth could vote. Only 61% of men ended up with the vote (and no women)
- Guilds were abolished
- the Chapelier Law prevented the formation of trade unions
- Bourgeoisie came to dominate local administration
- the sale of church lands benefitted mainly the bourgeoisie (and also reduced income of the church and therefore the poor relief)
- although the August Decrees had freed peasants in theory from their feudal dues, in practice they had to pay compensation to their landowners
- the reforms did not end the economic hardship of the peasants and *sans-culottes*.

Good answers are likely to/may show an awareness that there is a difference between those reforms that satisfied all of the Third Estate and those that met the demands of only the bourgeoisie.

Question 2**03** Why did France go to war in April 1792? (12 marks)*Target: AO1(a), AO1(b)***Generic Mark Scheme**Nothing written worthy of credit. **0****L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2****L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6****L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9****L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12****Indicative content****Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Answers should include a range of reasons as to why France started a war with Austria in April 1792.

Students might include some of the following factors:

- the Declaration of Pillnitz, August 1791, by King Frederick William II of Prussia and the Emperor Leopold II of Austria which appeared to be a threat to interfere in French affairs
- several different groups in France all decided that war would work in their interests or in the interests of France:
 - Marie Antoinette and Louis who believed that if France was defeated it would enable Louis to recover his powers
 - Lafayette who believed that a successful war with Austria could strengthen the hand of the king and also increase his own power
 - Jacques Brissot and the Girondins who believed that the war would force the King to reveal his true sympathies and would also expose other 'traitors' to the revolution.

Brissot also argued that it would help France extend the revolution abroad and rouse enthusiasm for the new regime

- the persuasive arguments of Brissot in the Legislative Assembly including his accusations about the 'Austrian Committee' which won over many members of the Assembly.

Students may also refer to the short-term/trigger factors:

- the death of Leopold early in 1792 and his replacement with the more aggressive Francis II who was more prepared to take Austria to war against France
- the appointment of a new government by the King which included Girondins and a new foreign minister, Dumouriez, who also saw war as a chance to further his ambitions.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might consider the combination of growing fear of Austria's intentions and the suspicion about the Austrian Committee with the fact that many saw war as furthering their own interests.

Question 2

- 04** How important was the war against its external enemies in dividing France in the years 1792 to 1794? (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views., The answer could be (but does not need to be) exclusively based on the focus of the question, i.e. the impact of the war

Factors suggesting that the war divided France between 1792 and 1794 include:

- the war made it harder for the Girondins to argue in favour of a constitutional monarchy – it hardened republican opinion. The Brunswick Manifesto and the fact that war was going badly turned more against the King thus dividing France more clearly between Republicans and more moderates. This helped lead to take over by Jacobins and increasing centralisation of power. This in turn led to more division with the federalist revolts taking place
- it encouraged further violence as Parisians were urged by orators to deal with ‘the enemy within’ in the face of foreign invasion. e.g. Led to September Massacres; crowds turning against anyone who might be seen as a traitor. Patriotism became a major issue – either you were ‘with’ the revolution and believed in the war, or you didn’t and you were automatically a ‘suspect’. This growing extremism was also encouraged by the economic hardship caused by the war
- economic hardship caused by the war led to several risings within France
- economic hardship combined with conscription for the war helped trigger the uprising in the Vendee which directly followed on from the levee of 300 000 men.

Factors suggesting that the war did not divide France or that other factors were important for dividing France include:

- the war helped to united France in support of the revolution; many Frenchmen enthusiastically joined the revolutionary army. It united many in pursuit of victory both on home front via the instrument of the Terror, and in the war against external enemies
- the issue of religion divided France, e.g. Civil Constitution of the Clergy and the huge divisions that this caused – exacerbated by law that refractory priests could be deported. Policy of dechristianisation during Terror further divided France alienating the conservative and religious peasantry
- the actions of the Assembly in confiscating the land and privileges of the nobles caused many nobles to leave France and stir up opposition from abroad
- role of Robespierre who pushed the revolution in a more radical direction (resulting in Federalist revolts and opposition from other revolutionaries).

Good answers are likely to/may show awareness that in most areas it was a combination of the impact of war along with religious issues and the growing radicalisation of the revolution in Paris that divided France in these years.

Question 3

05 Explain why the Directory was overthrown in November 1799. (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

L2: Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

L3: Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

L4: Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why the Directory was overthrown.

Students may refer to some of the following long-term factors:

- the fact that the Directory had been unable to carry out efficient government due to the many checks and balances that existed
- the loss of support from the bourgeoisie with the assignats losing all value and forced loans to pay for the war
- the lack of respect for the Directory due to the fact that the Directors had interfered in election results
- growing discontent with the continuation of war
- the difficulties faced by the Directory in keeping control – the risings against the Directory in 1795 and the coups of 1797–1799
- the inability of the Directory by 1799 to maintain order in the localities or to enforce a levée en masse
- the growth of royalism which threatened the Republic

- the growing dependence of the Directory on the army.

And/or some of the following short-term/immediate factors:

- the plan by Sieyès to use the army to overturn the constitution and to strengthen the executive by imposing a three-man Directorship with wide powers
- the success of the Revolt of Brumaire – thanks mainly to Napoleon’s brother Lucien and the presence of the army.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might show the link between the alienation of the bourgeoisie and their subsequent unwillingness to support the regime when the coup took place.

Question 3

- 06** How important were Napoleon's social policies in maintaining his control of France in the years 1799 to 1814? (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students should be able to make a judgment by addressing the focus of the question and offering some balance of other factors or views. The answer could be (but does not need to be) exclusively based on the focus of the question, i.e. social policies of Napoleon

Students should be able to make a judgment by considering the ways in which Napoleon used social policies to maintain control and weighing these up against other administrative and economic policies that he used.

Factors indicating that social policies were important for maintaining control include:

- use of patronage and reward. The Legion of Honour, the senatoreries and new titles for the members of the Imperial Court meant that Napoleon could ensure that the fate of his supporters was closely linked to his own
- education was designed to enforce loyalty and control. Primary education was focused on teaching value of obedience and good morals. Secondary education – restricted to sons of notables – gave a military based training. Curriculum closely controlled by Imperial University. Teachers had to give an oath of loyalty.
- censorship ensured that Napoleon maintained a tight control over press, books and plays. Propaganda was used extensively via Le Moniteur, art works and architecture used to glorify Napoleonic regime.

Factors suggesting that social policies were not the most important or not the only means of maintaining control include:

- religious changes. The Concordat allowed Napoleon to win back the support of Catholic peasantry and also to use the church to keep control. The clergy was watched by police, church taught importance of obeying Napoleon
- administrative changes: use of prefects and police to maintain order. Improvement in the accounting of government revenue which helped to bolster the financial security and so control of government
- political changes: Napoleon's position as consul and Emperor with extensive powers might be considered the basis of Napoleon's control
- it might be argued that control was easy anyway given that the purchasers of the biens nationaux had been satisfied and the country enjoyed a period of economic prosperity and military success at least to 1810
- control was also made possible through the ease with which Napoleon dealt with his opponents between 1799 and 1804.

Good answers are likely to/may show awareness that while social reforms played a key role in maintaining control, they were not the only reason for this period of relative stability. Some may argue that other factors were actually more important.

Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator: www.aqa.org.uk/umsconversion