



**General Certificate of Education
June 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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process 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 standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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.

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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

June 2012

GCE AS History Unit 1: Change and Consolidation

HIS1F: France in Revolution, 1774–1815

Question 1

01 Explain why there was there a Revolt of the Nobles in 1788 (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 nobles rebelled against royal authority in 1788.

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

- financial crisis faced by Louis that meant that he needed more money; weakness of the Ancien Regime's system excluded nobility from paying and this therefore needed to be changed – something some nobility did not want

- actions of Necker; he had made out that there was no need for any change in the tax system by saying via the Compte Rendu that the financial system was working well (and so nobility did not see urgency of reform)
- ideas of philosophes which helped to strengthen arguments of nobility that the king could not force through change, was acting tyrannically and that the parlements were acting in the name of the people.

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

- actions of de Brienne and Calonne in trying to get radical tax reforms agreed to by the Assembly of Notables and the parlements. These reforms involved a land tax to be paid by everyone. This led to opposition from 1st and 2nd estate who had most to lose. The nobility claimed that such drastic change could only be decided on by an Estates General (most at the Assembly of Notables accepted the principle of a land tax but not the means of bringing it about)
- weaknesses and mistakes of the King and his ministers: mistakes of Calonne in thinking that an Assembly of Notables would agree to such reforms – also of appealing to the public behind the back of the assembly which lost him support. De Brienne was also weak. The King did not effectively support either minister
- the May Edicts which deprived the parlements in Paris and elsewhere of their right to register and protest against royal decrees. This increased cries of ‘ministerial despotism’ and there were disturbances (Revolt of Nobles) throughout France in support of the parlements.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might show that the Crown was unable to deal effectively with the revolt due to its financial weakness and the fact that it was bankrupt by mid-1788. More able students may point out that many nobles, especially those summoned to the assembly, did accept the principle of fairer taxation but had become so untrusting of the King’s ministers that they were suspicious as to how this was being carried out – hence ‘ministerial despotism’. The hostility to ministers was greater than to the tax itself!

Question 1

- 02** How important was the part played by the peasantry in the changes which took place in France in 1789? (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 considering the importance of the peasantry to the changes of 1789 and balancing this against ideas which suggest either that the peasantry was not important or that other factors were more so. (Note that there are two possible approaches to a balanced answer here.)

Factors suggesting the importance of the part played by the peasantry might include:

- following the attack on the Bastille, there were risings and demonstrations by the peasantry which spread throughout the country. These were directed against taxes, the tithes and feudal dues. Features of the attacks included looting of grain stores, burning of châteaux, destruction of 'terriers'. Escalation of attacks started with The Great Fear (c. 20th July until 6th August) which was fired by rumours that brigands in the pay of the aristocracy were going to destroy the harvest. These uprisings were important for spreading revolutionary activity beyond Paris into rest of France
- the scale of the attacks and fear of the chaos spreading led directly to the August Decrees and the end of feudalism; leaders of the patriot party decided to agree to some of the peasants' demands and they drew up a plan to dismantle the feudal system. Thus the peasants' actions helped to end the Ancien Regime and helped to pave the way for a new constitution.

Factors that suggest that the peasants were not important, or other factors were more important might include:

- the summoning of the Estates-General, the formation of the National Assembly and the major political developments of May–October took place at Versailles and were the result of the leadership of king/nobles/professional members of the third estate. The dismantling of the feudal system was the work of the members of the National Assembly
- the actions of the Parisians which helped widen the revolution. The storming of the Bastille forced radical changes; the recall of Necker, removal of royal troops from Paris, the King's agreement to the new National Assembly, establishment of commune and National Guard. The October Days brought the King back to Paris. Their actions also triggered the peasant uprisings
- France's financial disarray which demanded some change to the old system of privilege; the weaknesses of Louis XVI; the failures of Louis XVI's ministers; the intransigence of the parlements; the ambitions of the bourgeoisie; bad harvests and food prices; Enlightenment ideas – all played a part in influencing the revolution in 1789.

Good answers are likely to suggest that while the peasants were important in forcing the radicalisation of the revolution with the August Decrees, the impetus for the change, along with the actual implementation of revolutionary change, came from the people at Versailles and in Paris.

Question 2

03 Explain why Robespierre dominated French government in 1793. (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 Robespierre dominated government in 1793.

Students might include some of the following long-term factors:

- Robespierre had played a key role in the Jacobin club as a leader of a group of radical deputies (becoming more influential after the more moderate deputies left to form the Feuillants) and was influential in the Commune
- he had been a frequent speaker in the Constituent Assembly; he became known as ‘the incorruptible’ for the way he stuck to his principles, his modest lifestyle and refusal to accept bribes
- he was a forceful influence in The Convention with his supporters in the Montagnards and leading the attack against the Girondins
- he won the support of the *sans-culottes* for his ‘incorruptible stance’ and his opposition to the Girondins.

- Robespierre was politically astute and used the *sans-culottes* to further his ideas.

and some of the short-term/immediate factors:

- his position on opposing the war meant his position strengthened when the war went badly
- the execution of the Kings (against the wishes of the Girondins) strengthened Robespierre's position
- he was voted onto the CPS in July 1793. Here his strong views on the need for Terror to save the Republic made him the most important member
- the fear of counter-revolution in 1793 with the war going badly, revolt in the Vendée and the federalist revolts all allowed Robespierre's views on the CPS to hold sway.

To reach the higher levels, students will need to show the inter-relationship of the reasons given, for example, they might emphasise the fact that Robespierre's strength of character and views were important but that they would not have had such influence had it not been for the political situation that existed by 1793.

Question 2**04** How successful was the Terror in strengthening the Republic by 1795? (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. In 'how important' and 'how successful' questions, the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting that Terror – led by the CPS – was successful by 1795 might include:

- the CPS and CGS used various bodies to end the internal threats to France. Revolutionary Tribunals and *representatives en mission* enforced the will of Paris in the provinces. Also revolutionary armies were sent to deal with federalists and counter-revolutionary activity and also to ensure movement of food supplies. The regular army was also used to take Marseille, Lyon and Toulon and put down the Vendée revolt. All of these measures – which involved brutal actions – were successful in restoring order to the regions of France, giving the government sufficient control to continue waging the war
- the Terror also meant that measures could be introduced to speed up the process of dealing with other enemies of France e.g. Marie-Antoinette and the Girondins
- the Economic Terror allowed the Republic to deal with potential economic chaos. They were able to enforce economic regulation. The Maximum fixed prices and made hoarding goods a capital offence. The central control allowed the army to be fed. It also meant Paris, which always faced the danger of economic revolt, could be supplied with bread. The army was used to requisition grain from the major grain-producing areas and managed to keep Paris supplied with bread until 1795 thus helping to preserve the revolution and so strengthen the Republic
- the measures applied during the Terror to fight the war – conscription, action against draft-dodgers and deserters, providing enough food for the army – allowed for victory and thus again helped to strengthen the Republic.

Factors suggesting that the Terror was a failure might include:

- it actually turned many people against the Republic – it created great divisions and resentment – caused more harm than good.
- aspects of the Terror such as dechristianisation caused much bitterness
- the latter part of the Terror was not about strengthening the Republic but was about killing anyone whom Robespierre saw as a threat to his own quest for the ideal society e.g. Danton and Desmoulins and many other innocent people who were killed in the Great Terror.

Other factors which helped to strengthen the Republic might include:

- the army was now made up of many fervent revolutionaries who had a passionate commitment to the cause and principles of 1789 and therefore made a formidable fighting force regardless of actions of CPS and the Terror.

Good answers are likely to/may show an awareness that The Terror was successful in dealing with threats to the Republic but that this was at a huge cost to the people of France and it created a legacy of bitterness, which contributed to more violence in later years (e.g. the White Terror).

Question 3

05 Explain why there was a successful coup in France in 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 there was a successful coup in France in 1799.

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

- there was little enthusiasm amongst the population for the Directory; it had failed to carry out efficient government due to the many checks and balances, it had lost respect due to its unconstitutional actions in trying to maintain control in the councils, it had alienated property owners and the wealthy notables, there was a weariness of war
- there was a collapse of government control in the provinces
- the Directory had relied on the army to settle political disputes and this helped to lay the foundation for the coup de Brumaire

and some of the following short-term reasons:

- the role of Sieyes who conceived and organised the coup e.g. moving the councils to St Cloud away from Paris crowds
- the role of Lucien in coming to Napoleon's rescue when he was faced with opposition during the coup
- the use of the army which dispersed the opposition members of the Five Hundred
- Napoleon's personal ambitions which meant that he not only supported the idea of the coup but that he also determined its final outcome.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example they might highlight the fact that political apathy amongst the population in France meant that there was little enthusiasm for saving the Directory, but that without key individuals such as Lucian, the coup could easily have failed.

Question 3

- 06** How important was the Concordat of 1801 in the consolidation of Napoleon's rule in France in the years 1799 to 1804? (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 balancing the ways in which the Concordat was important to Napoleon's consolidation of rule against ways in which it was not effective or ways in which other factors were more responsible.

Factors suggesting the Concordat was important for allowing Napoleon to consolidate his rule might include:

- it won over the loyalty of many French people who had been alienated by the religious changes of the revolution; also drew Catholics away from the Bourbon allegiance
- Napoleon won the support of the property owners who were reassured that the Church had no intention of taking back their lands
- Napoleon had a means of exerting control over the provinces – bishops appointed by him were his agents through which he could spread propaganda and find out about subversive behaviour.

Factors suggesting that other factors were as or more important for Napoleon in these early years for consolidating his power might include:

- establishment of Legion of Honour (1802) and other titles which tied his supporters to him
- dealing harshly with opponents e.g. duc d'Enghien
- establishing an education system which had the emphasis on teaching the value of obedience and moral values. Curriculum at secondary level closely controlled
- changing of the political system: reintroduction of the hereditary principle in 1802, reducing importance of the representative bodies of the Tribunate and the Legislature while enlarging the power of the Senate and the constitution of 1804 which made him emperor.

Good answers are likely to/may show awareness that the Concordat was one of several measures taken by Napoleon to extend his control over France during these years.

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