



**General Certificate of Education
June 2013**

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.

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

Copyright © 2013 AQA and its licensors. All rights reserved.

Copyright

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales (company number 3644723) and a registered charity (registered charity number 1073334).

Registered address: AQA, Devas Street, Manchester M15 6EX.

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 2013

GCE AS History Unit 1: Change and Consolidation

HIS1F: France in Revolution, 1774–1815

Question 1

01 Explain why an Assembly of Notables met in February 1787. (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 an Assembly of Notables was called in 1787.

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

- the financial crisis which had been created by the inadequate taxation system and was financed by loans had left the government with a large deficit. Both Turgot and Necker had failed to solve the financial problems. Necker's *Compte Rendu* had misled everyone into believing that French finances were sound and that no tax reform was necessary

- increasing hostility from Parlements and the belief that they would not register any new edicts on taxation

and some of the following short term/immediate factors:

- the threat of imminent bankruptcy. Calonne could no longer obtain loans and called the Assembly of Notables in order to gain approval for a new single land tax
- Calonne believed that an Assembly of Notables was necessary as his proposals involved the taxation of all landowners, including the clergy, for the first time
- an Assembly of Notables was chosen, as it appeared an easier route to acceptance than the summoning of a full Estates-General. Many had also taken on Enlightenment ideas so it was not totally unrealistic to expect this body to agree to drastic tax changes.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might emphasise the importance of royal bankruptcy, or the failure of Calonne's proposals as the 'trigger' to the meeting of the Notables and link this to more deep-seated long-term problems in France.

Question 1

- 02** How important was the Revolt of the Nobles in forcing Louis XVI to call an Estates General? (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 the Revolt of the Nobles was key for forcing Louis XVI to call the Estates General might include:

- it was the most violent and determined opposition yet that Louis had faced to his rule. There were riots in some of the provincial capitals where the parlements met; in Grenoble soldiers were unable to control the crowds in the Day of Tiles. Thus it appeared that royal authority was collapsing and that the military were helpless
- the opposition was led by the First and Second Estates; in all parts of the country nobles met in unauthorised assemblies to discuss action in support of the parlements and their demands for the calling of an Estates General to consent to new taxes. The Church also joined in, agreeing to pay only a quarter of the *don gratuit* requested by the Crown. Thus Louis was losing the support from the sections of society that were normally loyal
- the revolt prevented Louis from imposing his reforms on the State and this led to a paralysis of government which could only be broken by agreeing to demands to call the Estates General

Factors suggesting that the Revolt of the Nobles was not important might include:

- the risings were uncoordinated and sporadic
- royal troops remained loyal and Paris generally remained loyal. Thus there was no real long-term threat to Louis's authority.

Factors suggesting that other factors were important for forcing Louis to call the Estates General might include:

- the bankruptcy of the government. In August, short-term loans dried up and this prevented Louis from being able to wait until events calmed down. Thus Brienne had no choice but to get Louis to call an Estates General to meet in 1789
- the failure of previous attempts at reform in particular the failure of the Assembly of Notables to pass Calonne's land tax
- the wider economic crisis and increasing unrest amongst the third estate
- the growing expectations/pressure for political change encouraged by the ideas of the philosophes.

Good answers are likely to/may show an awareness that the Revolt of the Nobles was important for highlighting the limitations of Louis's power but that it was the bankruptcy of the government combined with the economic crisis that meant that Louis had no room to manoeuvre and so had to agree to the demands of the Parlements to call the Estates General.

Question 2

- 03** Explain why the National (Constituent) Assembly reformed the Catholic Church. (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 Constituent Assembly reformed the Catholic Church.

Students might include some of the following factors:

- the Constituent Assembly wanted to get rid of the abuses that existed within the Church such as absenteeism and plurality which had been highlighted in the cahiers
- they wanted to get rid of the privileges of the Church such as its right to decide for itself how much tax it would pay. This was in accordance with reforms elsewhere e.g. in getting rid of the privileges of the nobility
- they wanted to free the Catholic Church from foreign (Papal) control and make it independent from Rome
- they wanted a Church that was linked to the new system of government – primarily the Department
- they wanted to strengthen the Revolution by tying the Church more closely to the State

- the granting of tolerance to Protestants and Jews was in accordance with the ideas of the Enlightenment which had influenced the Declaration of the Rights of Man
- the selling of Church lands also ended the excessive wealth of the Church but was primarily carried out in order to provide the new government with a source of income and also to tie those who brought the church lands more closely to the new regime.

Candidates can only be expected to mention some of these factors. To reach higher levels, candidates will need to show the inter-relationship of the reasons given, for example that while the reforms were an attempt to carry through the ideals of the Revolution and extend to religion the principles that had been applied elsewhere, they were also, and perhaps more importantly, intended to strengthen the Revolution by tying the Church more closely to the State. Good candidates might therefore make a distinction between the religious and political factors and comment on their relationship.

Question 2

- 04** How important were religious issues in dividing France in the years 1790 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 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 religious issues were responsible for causing division in France include:

- the Civil Constitution of the Clergy. The Constituent Assembly made the clergy take an oath to accept the changes in the church which caused a split in the Church with many refusing to take the oath. This also had an impact on the King's actions
- the Pope, after a delay, declared against the Civil Constitution which meant that many of those who had taken the oath then retracted
- the priests who had not taken the oath became known as refractory priests or non-jurors and were considered to be enemies of the revolution; on 27 May the Legislative Assembly decided that refractory priests could be deported if 20 citizens were prepared to denounce them
- many peasants believed that the revolution was trying to change their religion especially when refractory priests were expelled from their villages, and so they turned against the revolution.
- sale of church lands in areas such as the Vendée was unpopular with peasants because most were bought by the bourgeoisie of the towns who then often raised rents
- this situation contributed to the counter-revolutionary revolts in many areas of France including the Vendée
- the policy of dechristianisation during the Terror further alienated the conservative and religious peasantry
- Robespierre's Cult of the Supreme Being of May 1794 caused further divisions. Catholics were distressed because it ignored Catholic doctrine and the Pope, Anti-clericals opposed it because they felt Robespierre was setting himself up as a leader of a new religion.

Factors suggesting that religion was not the only factor dividing France may include discussion of some of the following:

- 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
- the expansion of the war also caused economic hardship which contributed to the several uprisings in France. The levy of 300 000 troops in February 1793 caused protests in several areas of France and triggered the uprising in the Vendee
- the conflict between the federalists (Girondins) and the Jacobins. The federalists resented the centralisation of power in Paris by the Jacobins. When the Girondins were expelled there were serious rebellions around Lyon, Marseille and Bordeaux
- the actions of Robespierre and the sans-culottes in carrying out the Terror and pushing the revolution in a more radical direction.

Good answers are likely to/may show an awareness that in most areas it was a combination of religious issues with other factors such as the war or federalism that divided the French and in some cases caused people to act against the revolutionary government.

Question 3

05 Explain why Napoleon introduced the Civil Code in 1804. (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 Napoleon introduced the Civil Code in 1804.

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

- the legal system of the Ancien Regime had gone in 1789 and what had replaced it was unclear. Although the Constituent Assembly had introduced new laws based on the Declaration of the Rights of Man, there had been too much political instability to consolidate reform. This was all the more so because of the excesses of the Terror (1793/1794)
- it was necessary to ensure that the same law was enforced throughout France and that principles such as the abolition of feudal practices, the guarantee of civil rights and of new legal titles, following the sale of Church and émigré lands, was enshrined in law
- in the interests of social stability, law relating to marriage/divorce/the rights of fathers and husbands and inheritance needed to be established.

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

- by 1804, Napoleon's position was secure; he was in a position to consolidate his rule and carry through much-needed reforms
- the code permitted an opportunity to reassert the rights of employers over workmen through the introduction of the livret and reinforce the position of the property owners whose allegiance had been tested by declining property values during the Directory
- the code also gave Napoleon the chance to strengthen his control over the state through a strict framework of order, obedience and social control.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might emphasise that although a more unified system of law was necessary to sort out the confusions of French law, it was also an opportunity for Napoleon to strengthen the Napoleonic state.

Question 3**06** How successful was Napoleon in reforming France by 1815? (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 Napoleon was successful in reforming France might include a discussion of the following reforms:

- the introduction of the Civil Code and other legal codes which helped to confirm reforms of the French revolution in terms of equality before the law and ending feudalism
- the prefect system
- the establishment of the lycées and the Baccalaureate
- the Concordat which lay the foundation for the relationship between the French government and the Catholic Church
- the financial reforms and the establishment of the Bank of France
- the establishment of the Legion of Honour.

Factors suggesting that Napoleon did not reform France might include a discussion of some of the following points:

- some of his institutions/laws were more of a return to the ancien regime, e.g. his introduction of a court nobility, his system of prefects which was like the old system of intendants, the lower status of the women, the position of the Catholic Church and the introduction of more indirect taxes
- reforms such as laws on censorship did not last beyond his rule
- areas such as industry and agriculture were to a large extent ignored due to the preoccupation with war and thus no significant reform took place
- there was no social reform for the rural or urban poor whose conditions remained harsh; Napoleon was more concerned with keeping the bourgeoisie loyal and content.

Good answers are likely to/may show an awareness that while Napoleon reformed France in many areas, he also reversed some of the radical reforms of the Revolution and that there was much continuity between the Napoleonic era and the ancien regime.

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