



**General Certificate of Education
June 2013**

A2 History 2041

HIS3E

Unit 3E

**France and the Enlightenment: Absolutism
Under Threat, 1743–1789**

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

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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:***A2 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:

- Depth and precision in the use of factual information
- Depth and originality in the development of an argument
- The extent of the synoptic links
- 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)
- The way the answer is brought together in the conclusion

June 2013

A2 Unit 3: The State and the People: Change and Continuity

HIS3E: France and the Enlightenment: Absolutism Under Threat, 1743–1789

Question 1

01 How successful was Louis XV in maintaining royal authority in the years 1743 to 1764?
(45 marks)

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

Generic Mark Scheme for essays at A2

Nothing written worthy of credit. **0**

L1: Answers will display a limited understanding of the demands of the question. They 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, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. 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 demands of the question. They will **either** be primarily descriptive with few explicit links to the question **or** they may contain explicit comment but show limited relevant factual support. They will display limited understanding of differing historical interpretations. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. Answers will be coherent but weakly expressed and/or poorly structured. **7-15**

L3: Answers will show an understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. **16-25**

L4: Answers will show a good understanding of the demands of the question. They will be mostly analytical in approach and will show some ability to link ideas/arguments and information and offer some judgement. Answers will show an understanding of different ways of interpreting material and may refer to historical debate. Answers will be well-organised and display good skills of written communication. **26-37**

L5: Answers will show a very good understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical understanding, informed by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be well-structured and fluently written. **38-45**

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 will need to assess/identify and evaluate/explain the role of Louis XV and balance this against other relevant factors. They may also consider the extent to which factors such as chance played a role. Students may challenge the premise of the question, but a firm focus should be maintained on the fact that Louis XV's authority did survive.

Students may refer to some of the following material in support of the role of Louis XV:

- Louis XV had a firm desire to emulate Louis XIV. This can be seen in his failure to elevate a new individual to Fleury's position in 1743
- Louis XV began well by offering firm support to Machault and supporting efforts to reform the dixième
- Louis XV's issue of the law of silence over the billets de confession affair in 1754, emphasised the control Louis XV wished to assert over Parlement. Subsequent effort at enforcing Ex Omnibus through an Edict of Discipline supports this view
- Louis XV did offer support to some Controller Generals – he even sought to rally support to Silhouette's reforms by melting down the gold and silver plate
- control of pamphleteers took on a personal aspect for Louis XV, even threatening, in 1757, death to anyone involved in the publication or distribution of seditious or scurrilous literature.

Nevertheless, there are a number of other factors to consider:

- authority had been preserved by Fleury – there was nothing unusual in ministers preserving crown authority, indeed the personal rule of previous monarchs was the exception
- Machault's extension of the Vingtième announced as early as 1749, proved the determination of ministers to force the nobility to heel
- the dismissal of the Assembly of the Clergy in 1750, led by ministers and Pompadour, proved again the desire to control previously fractious elements, but led itself by factions at court
- the use of pamphleteers, including Voltaire, by ministers in their campaign against clerical exemptions to Machault's tax, proved that the campaign to preserve authority was orchestrated by ministers and not the king
- it was the Controller Generals and ministers such as Choiseul that led the effort to preserve monarchical authority. The move towards fiscal stability after the Seven Years' War inevitably stabilised the position of the throne – yet this had little to do with the monarch. In fact, Louis XV had proven his willingness to sacrifice his ministers to growing public opinion.

Question 2

- 02** 'The financial crisis in the years 1774 to 1789 was due to Louis XVI's reluctance to support reform.'
Assess the validity of this view. (45 marks)

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

Generic Mark Scheme for essays at A2

- Nothing written worthy of credit. **0**
- L1:** Answers will display a limited understanding of the demands of the question. They 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, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. 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 demands of the question. They will **either** be primarily descriptive with few explicit links to the question **or** they may contain explicit comment but show limited relevant factual support. They will display limited understanding of differing historical interpretations. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. Answers will be coherent but weakly expressed and/or poorly structured. **7-15**
- L3:** Answers will show an understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. **16-25**
- L4:** Answers will show a good understanding of the demands of the question. They will be mostly analytical in approach and will show some ability to link ideas/arguments and information and offer some judgement. Answers will show an understanding of different ways of interpreting material and may refer to historical debate. Answers will be well-organised and display good skills of written communication. **26-37**
- L5:** Answers will show a very good understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical understanding, informed by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be well-structured and fluently written. **38-45**

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 will need to assess/identify and evaluate/explain Louis XVI's weaknesses and balance this against other reasons for the failure to reform. Students should be well-prepared for a question on the finances of France in this period and consequently should be able to offer material that goes beyond the generic and is firmly focused on the dates set in the question with evidence of specific knowledge of the reforms attempted. Similarly, questions focusing on the apparent inadequacies of Louis XVI's personality are well-rehearsed and consequently many students will move beyond the more generic statements applicable to almost any monarch in the period.

Students may refer to some of the following material in support of failure to support reform:

- Louis XVI made much of his desire to 'be loved', convinced as he was of the mistakes made by his father
- Louis XV had introduced much financial reform during the Maupeou years; the recall of the parlements, motivated by a desire to court public opinion in 1774 would clearly set this back
- Turgot's reforms failed at least in part because Louis XVI feared the ambitions of Turgot
- the dismissal of Turgot made the drift to war easier. It was Louis XVI's desire to emulate past glories, and especially the desire to be portrayed as the patriotic king that further pushed France to the American War
- the rise of Necker had much to do with Louis XVI's sense of desperation – his reappointment and programme of 'caretaking' meant the crisis festered
- Court faction and the weakening of Louis XVI's interest in government made it much harder for permanent reform to be instituted, especially when coupled with the frequent dismissal of ministers when it was expedient.

Nevertheless, there are a number of other factors to consider:

- the failure of the Triumvirate was rooted not in Louis XVI's decision but in the rivalry between the ministers
- the system was anyway corrupt and inefficient. The reforms failed because it was in very few people's interest to see them succeed
- Turgot and the Physiocrats attempted to introduce unrealistic measures, driven more by ideology than by practicality
- many ministers were simply self-serving. Necker might be considered by a few students to have served himself better than he served the king
- the decision to enter war was not the king's alone. He was subject to pressures from a deeply entrenched war party, and was advised that the finances could manage
- the system of borrowing instituted by some controller generals such as Necker and Calonne, did nothing to encourage deep reform
- it was Brienne, coupled with the intrigues of Marie Antoinette that destroyed state credit
- the parlement(s) not prepared to back ministerial attempts at financial reforms and refused to deal with Calonne's package – had to be referred to an Estates General

- economic crisis after 1786 exacerbated the financial crisis – trade, harvests.

Question 3

- 03** How important is the Enlightenment in explaining opposition to monarchy in France in the years 1743 to 1789? (45 marks)

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

Generic Mark Scheme for essays at A2

- Nothing written worthy of credit. **0**
- L1:** Answers will display a limited understanding of the demands of the question. They 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, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. 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**
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- L3:** Answers will show an understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. **16-25**
- L4:** Answers will show a good understanding of the demands of the question. They will be mostly analytical in approach and will show some ability to link ideas/arguments and information and offer some judgement. Answers will show an understanding of different ways of interpreting material and may refer to historical debate. Answers will be well-organised and display good skills of written communication. **26-37**
- L5:** Answers will show a very good understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical understanding, informed by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be well-structured and fluently written. **38-45**

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 offer some definition of the Enlightenment, although avoiding rather formulaic and unfocused descriptions. At the very best, students might refer to specific enlightened thought and crucially link this to the growing opposition. Simple generic description of the Enlightenment that is not linked to this focus should not advance to the higher levels.

Students may refer to some of the following material in support of the role of the Enlightenment:

- the increasing popularity of the Salons, Coffee Houses and Masonic Lodges provided a focal point within which opposition grew and seditious ideas might be disseminated. Madame Necker might be used as an example of this
- literature spread the ideas of the enlightenment and actively undermined even the premise of kingship – e.g. Diderot’s famed attack on the Church and on Divine Right in the Encyclopaedia; Montesquieu/Voltaire attack on legal system therefore Crown as font of justice; physiocrats on trade/tax
- parlementaires use of the language of Enlightenment was powerful – the attacks by Le Paige on the presumptions of ancient monarchy/the notion of fundamental right and especially the union des classes
- the attempt by both monarchs to suppress seditious literature proves the importance attached to it by government.

Nevertheless, there are a number of other factors to consider:

- the Enlightenment was never a political movement – it is difficult to measure the impact of ideas
- the salons were in decline in the ten years immediately prior to the revolution – it is therefore difficult to ascribe to them a revolutionary role
- the parlementaires opposition was complex and was a combination of fiscal self-interest, religious motivation, a genuine desire to limit ministerial despotism, and enlightened thought
- the monarchy did much to provoke the opposition. Attempts at financial reform prompted opposition that otherwise would have been muted especially from the nobility. There is an argument to suggest that the financial crisis prompted demand for reform which in turn prompted opposition
- opposition also took on a personal aspect – especially in the debated degree to which Marie Antoinette damaged the reputation of monarchy. Neither Louis XV nor Louis XVI consistently inspired devotion – extravagance undermined respect for French monarchy; scandals
- factionalism damaged monarchy. The rise of opposition at court was not blatant but most certainly meant that the monarch subscribed to the most fashionable rather than the best government programme. This was not political opposition but rather a complex power struggle played out at Court.