



## **General Certificate in Education**

# **A2 History 6041**

## **Alternative D Unit 6W**

# **Mark Scheme**

*2007 examination – June series*

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 candidates' 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 candidates' 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 candidates' 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](http://www.aqa.org.uk)

Copyright © 2007 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres 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 centres 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.

## **CRITERIA FOR MARKING GCE HISTORY:**

### **A2 EXAMINATION PAPERS**

#### **General Guidance for Examiners**

---

#### **A: INTRODUCTION**

The AQA's A2 History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specification. These cover the normal range of skills, knowledge and understanding which have been addressed by A2 level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at A2 level, high-level historical skills, including knowledge and understanding, are usually deployed together.

The specification has addressed subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that GCE History is concerned with the analysis of historical problems and issues, the study of which encourages candidates to make judgements grounded in evidence and information.

The schemes of marking for the specification reflect these underlying principles. The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History.

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a wide choice of subject content options or alternatives within the specification for A2.

It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other alternatives.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall (Section B) and in deciding on a mark within a particular level of response (Section C).

**B: EXEMPLIFICATION OF A LEVEL (A2) DESCRIPTORS**

The relationship between the Assessment Objectives (AOs) 1.1, 1.2 and 2 and the Levels of Response.

A study of the generic levels of response mark scheme will show that candidates who operate solely or predominantly in AO 1.1, by writing a narrative or descriptive response, will restrict themselves to a maximum of 6 out of 20 marks by performing at Level 1. Those candidates going on to provide more explanation (AO 1.2), supported by the relevant selection of material (AO1.1), will have access to approximately 6 more marks, performing at Level 2 and low Level 3, depending on how implicit or partial their judgements prove to be. Candidates providing explanation with evaluation and judgement, supported by the selection of appropriate information and exemplification, will clearly be operating in all 3 AOs (AO 2, AO1.2 and AO1.1) and will therefore have access to the highest levels and the full range of 20 marks by performing in Levels 3, 4 and 5.

**Level 1:*****Either***

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly, or wholly narrative.

***Or***

Answer implies analysis but is excessively generalised, being largely or wholly devoid of specific information. Such answers will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place.

**Exemplification/guidance**

Narrative responses will have the following characteristic: they

- will lack direction and any clear links to the analytical demands of the question
- will, therefore, offer a relevant but outline-only description in response to the question
- will be limited in terms of communication skills, organisation and grammatical accuracy.

Assertive responses: at this level, such responses will:

- lack any significant corroboration
- be generalised and poorly focused
- demonstrate limited appreciation of specific content
- be limited in terms of communication skills, organisation and grammatical accuracy.

IT IS MOST IMPORTANT TO DISCRIMINATE BETWEEN THIS TYPE OF RESPONSE AND THOSE WHICH ARE SUCCINCT AND UNDEVELOPED BUT FOCUSED AND VALID (appropriate for Level 2 or above).

---

**Level 2:*****Either***

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but lack weight and balance.

***Or***

Demonstrates, by relevant selection of material, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

**Exemplification/guidance**

Narrative responses will have the following characteristics:

- understanding of some but not all of the issues
- some direction and focus demonstrated largely through introductions or conclusions
- some irrelevance and inaccuracy
- coverage of all parts of the question but be lacking in balance
- some effective use of the language, be coherent in structure, but limited grammatically.

Analytical responses will have the following characteristics:

- arguments which have some focus and relevance
- an awareness of the specific context
- some accurate but limited factual support
- coverage of all parts of the question but be lacking in balance
- some effective use of language, be coherent in structure, but limited grammatically.

**Level 3:**

Demonstrates by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial.

**Exemplification/guidance**

Level 3 responses will be characterised by the following:

- the approach will be generally analytical but may include some narrative passages which will be limited and controlled
- analysis will be focused and substantiated, although a complete balance of treatment of issues is not to be expected at this level nor is full supporting material
- there will be a consistent argument which may, however, be incompletely developed, not fully convincing or which may occasionally digress into narrative
- there will be relevant supporting material, although not necessarily comprehensive, which might include reference to interpretations
- effective use of language, appropriate historical terminology and coherence of style.

#### **Level 4:**

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope.

#### **Exemplification/guidance**

Answers at this level have the following characteristics:

- sustained analysis, explicitly supported by relevant and accurate evidence
- little or no narrative, usually in the form of exemplification
- coverage of all the major issues, although there may not be balance of treatment
- an attempt to offer judgement, but this may be partial and in the form of a conclusion or summary
- effective skills of communication through the use of accurate, fluent and well directed prose.

#### **Level 5:**

As Level 4 but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question.

#### **Exemplification/guidance**

Level 5 will be differentiated from Level 4 in that there will be:

- a consistently analytical approach
- consistent corroboration by reference to selected evidence
- a clear and consistent attempt to reach judgements
- some evidence of independence of thought, but not necessarily of originality
- a good conceptual understanding
- strong and effective communication skills, grammatically accurate and demonstrating coherence and clarity of thought.

## C: **DECIDING ON MARKS WITHIN A LEVEL**

***These principles are applicable to both the Advanced Subsidiary examination and to the A level (A2) examination.***

Good examining is, ultimately, about the **consistent application of judgement**. Mark schemes provide the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in subjects like History, which in part rely upon different interpretations and different emphases given to the same content. One of the main difficulties confronting examiners is: "What precise mark should I give to a response *within* a level?". Levels may cover four, five or even six marks. From a maximum of 20, this is a large proportion. In making a decision about a specific mark to award, it is vitally important to think *first* of the mid-range within the level, where the level covers more than two marks. Comparison with other candidates' responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making a decision away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment, **including the quality of written communication skills**. The more positive the answer, the higher should be the mark awarded. We want to avoid "bunching" of marks. Levels mark schemes can produce regression to the mean, which should be avoided.

So, is the response:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced, or markedly better in some areas than in others?
- and, **with regard to the quality of written communication skills:**  
generally coherent in expression and cogent in development (as appropriate to the level awarded by organising relevant information clearly and coherently, using specialist vocabulary and terminology)?
- well-presented as to general quality of language, i.e. use of syntax (including accuracy in spelling, punctuation and grammar)? (In operating this criterion, however, it is important to avoid "double jeopardy". Going to the bottom of the mark range for a level in each part of a structured question might well result in too harsh a judgement. The overall aim is to mark positively, giving credit for what candidates know, understand and can do, rather than looking for reasons to reduce marks.)

It is very important that Assistant Examiners **do not** always start at the lowest mark within the level and look for reasons to increase the level of reward from the lowest point. This will depress marks for the alternative in question and will cause problems of comparability with other question papers within the same specification.

**June 2007**

**Alternative D: Revolution, Conservatism and Nationalism in Europe, 1789–1914**

**A2 Unit 6: The Crowd in the French Revolution, 1789–1794**

- (a) Use **Source A** and your own knowledge.

Assess the validity of the view of **Source A** about the motives for the *sans-culottes*' revolutionary activity. (10 marks)

*Target: AO1.1, AO2*

- |     |                                                                                                                                              |             |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| L1: | Summarises the content of the extract and the interpretation it contains.                                                                    | <b>1-2</b>  |
| L2: | Demonstrates understanding of the interpretation and relates to own knowledge.                                                               | <b>3-5</b>  |
| L3: | As L2, and evaluation of the interpretation is partial.                                                                                      | <b>6-8</b>  |
| L4: | Understands and evaluates the interpretation and relates to own knowledge to reach a sustained and well supported judgement on its validity. | <b>9-10</b> |

**Indicative content**

At Level 1 candidates will extract relevant content from the source, e.g. 'not to renovate society', 'traditional rights...uphold standards', and the *sans-culottes*' 'social claims of their own'. At Level 2 this source content will be related to own knowledge about motives for *sans-culotte* revolutionary activity, e.g. loose references to the moral beliefs of the *sans-culottes*, economic motives etc. At Level 3 answers will become more analytical than descriptive and begin to challenge and support elements of the interpretation. Answers may refer to the source's omission of economic motives for revolutionary activity which Rudé is more commonly known for. Indeed, some responses may challenge the source and argue that the desire to secure food was the main motive for revolutionary activity and that the *sans-culottes* were not politically motivated, but politically manipulated by the revolutionary leaders. At Level 3 there will be more precise evidence used to support the claims made in Source A that the *sans-culottes* were motivated by a desire to defend traditional rights and to defend gains made during the Revolution. At Level 4 candidates will demonstrate some understanding of the historical debate.

- (b) Use **Source B** and your own knowledge.

How useful is **Source B** as evidence about the influence of the Jacobin Society in 1791?  
(10 marks)

*Target: A01.1, AO2*

- L1: Summarises the content of the extract in relation to the issue presented in the question. **1-2**
- L2: Demonstrates some appreciation either of the strengths and/or of the limitations of the content of the source in relation to its utility/reliability within the context of the issue. **3-5**
- L3: Demonstrates reasoned understanding of the strengths and limitations of the source in the context of the issue and draws conclusions about its utility/reliability. **6-8**
- L4: Evaluates the utility/reliability of the source in relation to the issue in the question to reach a sustained and well supported judgement. **9-10**

### Indicative content

At Level 1 candidates will make superficial statements about the content of the source and recognise that the source believes that the Jacobin Society were very influential in 1791. At Level 2 basic statements about utility will be made, e.g. a primary source, limited because it only gives the view of a Jacobin etc. There will be some focus on either the strengths or limitations of the source, usually based upon content. At Level 3 and Level 4 the utility of the source will be explicit, developed and reasoned. The language and the claims made in this source are clearly representative of a passionate and committed Jacobin. The source is a form of Jacobin propaganda and from a newspaper and therefore the purpose of the article was to manipulate public opinion, e.g. to convince the public that the Jacobin Society had more influence and power than it did in reality in 1791. Candidates who are able to use their own knowledge about the author, Camille Desmoulins, to make a reasoned assessment of the strengths and weaknesses of the source's utility are clearly Level 4. Camille Desmoulins, a popular journalist and lawyer, was an impassioned orator responsible for rousing revolutionary discontent and action in 1789. He therefore had the skills and ability to manipulate the truth. Own knowledge about the extent of Jacobin influence throughout the course of the Revolution can be used to highlight weakness in Desmoulins' claims, which are clearly over exaggerated and relevant only to February 1791. Candidates who can clearly link the strengths and weakness of the source's utility to the changes in Jacobin influence over time are Level 4.

- (c) Use **Sources A, B and C** and your own knowledge.

‘The Jacobins controlled and manipulated the revolutionary crowd for their own political gain during the French Revolution.’

Assess the validity of this view.

(20 marks)

*Target: AO1.1, AO1.2, AO2*

- L1: Is able to demonstrate, by relevant selection of material, *either* from appropriate sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-6**
- L2: ***Either***  
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.
- Or***  
Demonstrates, by relevant selection of material, *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers while relevant, will lack both range and depth and will contain some assertion. **7-11**
- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**
- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with the wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

### Indicative content

The focus of responses should be on the central debate about the extent to which the Revolution was controlled and directed by forces from ‘above’, in this case the Jacobin Society. Answers should consider what motivated crowd action and the extent to which the crowd was manipulated and by what/whom. Responses need to refer to the entire period 1789–1794 and the clearer and more precisely the evidence used to support or denounce the view the higher the level of achievement. At Level 3 the sources must be referred to, and there should be some brief attempt to balance arguments, in order to make limited judgements required for this level. To achieve Levels 4 and 5 it is expected that candidates own knowledge will include references to the historical debate and interpretations detailed in the specification.

### Evidence from the sources:

Source A – ‘politicians ready to argue that extreme measures...’ is indirectly referring to the Jacobins. ‘Irrational fears and panics’ of the *sans-culottes* were manipulated by the orators, popular press and political clubs, e.g. the September massacres 1792.

Source B – an example of Jacobin propaganda which implies that by 1791 the Jacobin Club worked on behalf of the oppressed and has contact with 83 *départements* and most political societies. Therefore the Jacobins wielded great influence over the population.

Source C – ‘Jacobins...channelled and directed the revolutionary fervour of the masses.’

The sources clearly indicate that to some extent the crowd was manipulated by the Jacobins. Own knowledge could include the influence of orators like Desmoulins (Source B), who, according to Rudé, gave the call to arms following the dismissal of Necker in July 1789 and who called upon the people to bring the King back to Paris in October 1789. However, it can also be argued that revolutionary activity in 1789 was motivated by the need for bread and that economic issues were at the heart of crowd action. The crowd were also manipulated by other political clubs, e.g. the Cordeliers which had a widespread working class following as it did not restrict admission. By 1792 the Convention became a vehicle for the Jacobin dictatorship, which initially relied upon the popular movement of the *sans-culottes* for support (Source A). The *sans-culottes* were central in the following revolutionary episodes: the invasion of the Tuileries (June and August 1792), which changed the course of the Revolution and broke the King's power. The Jacobins used the *sans-culottes* as allies and with the *journée* of June 1793 removed the Girondins from the convention and was supreme evidence for their revolutionary success. Therefore it can be claimed that the *sans-culottes* were political pawns used for Jacobin political gain. However, following this the *sans-culottes* made political and economic demands that were passed by their Jacobin allies in the Convention, e.g. new Constitution, right to insurrection, conscription and price control, the *armée révolutionnaire* and the Law of Suspects, thus weakening the view that the *sans-culottes* were manipulated by the Jacobins for their own political ends. 1793 was the height of *sans-culottes* revolutionary influence, with episodes such as the food riots in February, the influence of Roux and the Enrages, the de-christianisation campaign – all of which went against Jacobin wishes. However, by the end of 1793 the war was being won and the CPS wanted to re-establish control of the government. The Jacobins cut their links with the crowd, weakened the Commune and dismantled provincial instruments of Terror. Robespierre removed extremists like Roux and Herbert. The *sans-culottes* lost their leaders and were unable to enforce their revolutionary aims such as a Maximum on prices. After 1793 the *sans-culottes* lost their ability to impose their will on the Jacobins. However, by the summer of 1794 the Jacobins loss of support of the *sans-culottes* was to prove their downfall with the overthrow of Robespierre and his associates at Thermidor.

To secure Levels 4 and 5, answers must refer to historical interpretations. Rudé argued that although the *sans-culottes* were to some extent influenced by the political ideas of the Jacobins they had social aims of their own, e.g. maintaining a secure supply of food, which led to the *sans-culottes* at times pursuing their own interests. Furet and Richet argue strongly that the *sans-culottes* were no more than a minor prop to the Jacobin government during the period 1793 to 1794.

At Level 1 there will be short narratives about the influence of the Jacobins on *sans-culottes* actions. At Level 2, answers will describe in more detail the relationship between the Jacobins and *sans-culottes*. At Level 3 the changing nature of the relationship between the Jacobins and *sans-culottes* will be clearer and there will be some attempt to balance responses by looking at other motives for crowd action. At Level 4 some evidence of specified reading will be evident about the historical debate about the extent to which the revolutionary crowd was manipulated with explicit and knowledgeable evaluation. At Level 5 evidence of historical interpretations will be clearly integrated into the argument along with evidence from the sources and own knowledge, to evaluate the ability of the Jacobins to control the revolutionary crowd.