



**General Certificate of Education
June 2012**

A2 History 2041

HIS3H

Unit 3H

**Monarchies and Republics in France,
1815–1875**

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 A2

The A2 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 a good historian must be able to combine a range of skills and knowledge. 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 low Level 2 if some comment is included. Students who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at Level 2 or low Level 3 depending on their synoptic understanding and linkage of ideas. Students who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(b)) and will have access to the higher mark ranges.

To obtain an award of Level 3 or higher, students will need to address the synoptic requirements of A Level. The open-ended essay questions set are, by nature, synoptic and encourage a range of argument. Differentiation between performance at Levels 3, 4, and 5 therefore depends on how a student's knowledge and understanding are combined and used to support an argument and the how that argument is communicated.

The mark scheme emphasises features which measure the extent to which a student has begun to *'think like a historian'* and show higher order skills. As indicated in the level criteria, students will show their historical understanding by:

- The way the requirements of the question are interpreted
- The quality of the arguments and the range/depth/type of material used in support
- The presentation of the answer (including the level of communication skills)
- The awareness and use of differing historical interpretations
- The degree of independent judgement and conceptual understanding shown

It is expected that A2 students will perform to the highest level possible for them and the requirements for Level 5, which demands the highest level of expertise have therefore been made deliberately challenging in order to identify the most able students.

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 2012

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

HIS3H: Monarchies and Republics in France, 1815–1875

Question 1

- 01** 'From the start, the restored Bourbon Monarchy had little chance of surviving.'
Assess the validity of this view of the years 1815 to 1830. (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**
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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 whether the initial weaknesses of the Bourbon Monarchy were substantial enough to make failure predictable and balance this against other, more short-term factors across the fifteen year period. They may also suggest that failure was only apparent as the monarchy progressed – students may argue that, up to 1824, there was a genuine chance that the Monarchy would prosper.

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

- association with the unpopular peace, especially after the second restoration, was highly damaging and permanently connected the Monarchy with a period many struggled to move away from
- the Bourbon restoration was interpreted by some as an attempted return to the political ideology of the Ancien Regime, and as such represented a threat to the political and especially the social and economic developments that had occurred since 1793
- twenty years on from the revolution it was possibly unreasonable to expect the Bourbons to return to a country unchanged.

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

- compared to some other European countries, France emerged in 1815 in a sound economic and social position. Feudalism had gone and the peasantry had much to be optimistic about
- loyalty to the Church and to the concept of monarchy, was strong in notable areas. There was a desire from a number, for the restoration to succeed, even if the concept of hereditary monarchy was very unpopular
- the desire for a return to Napoleonic glory was moderated by a desire for the stability and low taxes of peace. The restoration, especially after the Hundred Days, seemed to offer a reasonable hope of this.

Furthermore, students may suggest that short-term factors were much more significant:

- economic depression from 1826 onwards and the consequent rise in food prices, led to unrest in major population centres, and especially Paris were the jobless congregated
- Louis XVIII should not escape blame – his reign saw a drift away from moderation, and it might be argued from control
- Charles X engendered a level of distrust. The compensation of the émigrés was highly unpopular
- Charles X's relations with the Catholic Church added to the suspicions his other policies had aroused about a subtle plan to return to the ideology of the Ancien Regime. Abandoning censorship of the press in 1828 further added to the rumours undermining the regime
- the appointment of Ultras, and most obviously of Polignac, was for many the final indication that Charles intended a return to the days pre-Charter
- the insurrection of 1830 and the failure of Charles to control the unrest militarily.

In conclusion, students may argue that the Monarchy collapsed for a combination of long and short-term factors but most will probably suggest that there was good reason in 1815 to believe

that the restoration would be a success. Certainly the mentioned factors alone would not have been enough to bring down the regime fifteen years later.

Question 2

- 02** 'The Second Empire's only significant domestic achievement was suppressing its opponents.'
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**
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- 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 define significance and certainly the better type of response may well consider some sort of objective criteria. The focus should clearly be on domestic achievement, although students that argue the domestic impact of a foreign policy event may acquire some credit for doing so.

Students may refer to some of the following material in support of the suppression of opponents being the only significant achievement:

- Louis Napoleon clearly took pleasure in exercising power – he was determined to unite the country politically. However, this does not of itself determine success
- under the 1852 constitution it was clear that the President held considerable power thus weakening the role of the Parliament
- the use of censorship and arbitrary arrest combined with supervision of political parties, ensured that opposition could not fester. This was combined with conciliatory moves towards church leaders and the army
- once control had been established, the introduction of the Liberal Empire saw a relaxation of authority. The initiative for this did indeed come at least in part from the Emperor himself and was not forced upon him.

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

- it is difficult to see the emergence of the Liberal Empire as entirely part of a long-term policy from the Emperor especially considering the impact of the events of 1869 and the demands for reform
- as Louis Napoleon aged he simply bought off his opponents with reform, and had anyway effectively handed over power to Rouher from 1866. He thus dealt with opposition by simply delaying and appeasing. This was hardly a significant achievement.

Furthermore, students may argue that other achievements were greater:

- some students may associate success with liberalization, although an equally valid argument might be that liberalization was an expedient measure necessary to hold on to power. Either way, it was a significant achievement
- relations with the Church and especially the extent to which the Church was allowed to influence domestic policy might also be considered as a measure of success
- economic and social policies were notable and especially the financial system and the development of a new infrastructure. Students may argue that the remodelling of major cities was the only significant achievement as it was only this that smacked of novelty and longevity.

In conclusion, students may suggest that the Empire had its achievements and that the suppression of opposition was indeed the most significant. Certainly the Emperor's authoritarian approach ensured the survival of the regime. But it is equally valid to argue that the opposition was not suppressed, indeed that ultimately reform took place – although the avoidance of the unrest of previous years is to be noted.

Question 3

- 03** 'The only reason why French foreign policy failed in the years 1831 to 1870 was because it was too ambitious.'
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**
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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 reasons for unrealistic expectations, setting this against some objective definition, and balance this against a range of factors. Students that seek to challenge the premise of failure should not be given undue credit considering the obvious focus of the question.

Students may refer to some of the following material in support of being too ambitious:

- expectation from the population was high in 1830 that a return to the glorious years of Napoleon was possible. This desire for the French to reclaim a fabled lost position in Europe might be traced throughout the period set by the question. This was played upon by the governments to win temporary support for their regimes
- at the end of the Second Republic, the Bonaparte name did much to revive expectation, which considering France's political and economic position was simply unrealistic
- Napoleon III disappointed from the outset with the phrase '*L'Empire, c'est la paix*' although towards the end of the Empire, Napoleon had adopted a foreign policy much more swayed by and in fact subject to the whim of public opinion. Crimea failed to elicit excitement, but the peace did elevate public opinion to unrealistic expectation. Italy, Mexico, Poland and eventually Prussia were all theatres to which Napoleon III slipped as a result of trying to fulfil at least in part the unrealistic expectations of the public.

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

- Louis-Philippe was a realist, hoping to avoid a vainglorious war and most certainly any future European wide conflict. It is difficult to ascribe failure to his unrealistic expectations. Indeed, he was only considered a failure in Belgium due to an apparent subservience to Britain
- Napoleon III genuinely held he could return France to the central position in European diplomacy yet lacked the inclination to fight. To destroy the treaty of Vienna without resorting to the military was unrealistic. Even a pursuit of natural frontiers seemed to have been revived
- Crimea failed for a variety of reasons, including mismanagement and a poorly considered peace that effectively isolated France
- underestimating the rise of Prussia was a strategic error not linked to expectations for France, as was the inability to control Italian unification.

In conclusion, students may argue that there were a range of factors and that none applied consistently over the whole period. Yet the legacy of Napoleon I did hinder every government in the period set.

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