



General Certificate in Education

AS History 5041

Alternative D Unit 1

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

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:

AS EXAMINATION PAPERS

General Guidance for Examiners

A: INTRODUCTION

The AQA's AS 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 AS level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at AS 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 AS.

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 AS LEVEL DESCRIPTORS**Level 1:**

The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place.

Exemplification/Guidance

Answers at this level will

- be excessively generalised and indiscriminating with little reference to the focus of the question
- lack specific factual information relevant to the issues
- lack awareness of the specific context
- be limited in the ability to communicate clearly in an organised manner, and demonstrate limited grammatical accuracy.

Level 2:***Either***

Demonstrates by relevant selection of material some understanding of a range of issues.

Or

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

Exemplification/Guidance

Either responses will have the following characteristics: they will

- offer a relevant but outline only description in response to the question
- contain some irrelevance and inaccuracy
- demonstrate coverage of some parts of the question but be lacking in balance
- have some direction and focus demonstrated through introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

Or responses will have the following characteristics: they will

- show understanding of some but not all of the issues in varying depth
- provide accurate factual information relevant to the issues
- demonstrate some understanding of linkages between issues
- have some direction and focus through appropriate introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance.

Exemplification/guidance

These responses will have the following characteristics: they will

- present arguments which have some focus and relevance, but which are limited in scope
- demonstrate an awareness of the specific context
- contain some accurate but limited factual support
- attempt all parts of the question, but coverage will lack balance and/or depth
- demonstrate some effective use of language, be coherent in structure but limited grammatically.

Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation.

Exemplification/guidance

These responses will have the following characteristics: they will

- be largely analytical but will include some narrative
- deploy relevant factual material effectively, although this may not be comprehensive
- develop an argument which is focused and relevant
- cover all parts of the question but will treat some aspects in greater depth than others
- use language effectively in a coherent and generally grammatically correct style.

Level 5:

As L4, but contains judgement as demanded by the question, which may be implicit or partial.

Exemplification/guidance

These responses will have the following characteristics: they will

- offer sustained analysis, with relevant supporting detail
- maintain a consistent argument which may, however, be incompletely developed and in places, unconvincing,
- cover all parts of the question with a reasonable balance between the parts
- attempt to offer judgement, but this may be partial and in the form of a conclusion or a summary
- communicate effectively through accurate, fluent and well directed prose.

C: DECIDING ON MARKS WITHIN A LEVEL

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

AS Unit 1: Revolution and Conservatism in France and Europe, 1789–1825

Question 1

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

Explain briefly the importance of the ‘Constituent Assembly’ (line 1) in the context of the French Revolution. (3 marks)

Target: AO1.1, AO2

- L1: Demonstrates basic understanding of the issue using the source, e.g. the Constituent Assembly was the name given to the National Assembly following the storming of the Bastille in July 1789, as it was given the task of writing the constitution. 1
- L2: Demonstrates developed understanding of the issue in relation to both the source and context, e.g. sovereign power was transferred from the king to the Assembly which had the power to make laws. The source refers to how those laws tore apart the old regime; own knowledge may refer to some of the laws passed such as the Declaration of Rights, the Constitution of 1791, the reform of the legal and justice system etc. 2-3

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

Explain how **Source C** challenges the views put forward in **Source B** about Robespierre’s dictatorship. (7 marks)

Target: AO1.2, AO2

Whilst candidates are expected to deploy own knowledge in assessing the degree to which the sources differ/the utility of the source, such deployment may well be implicit and it would be inappropriate to penalise full and effective answers which do not explicitly contain ‘own knowledge’. The effectiveness of the comparison/assessment of utility will be greater where it is clear that the candidates are aware of the context; indeed, in assessing utility, this will be very significant. It would be inappropriate, however, to expect direct and specific reference to ‘pieces’ of factual content.

- L1: Basic statement identifying the views expressed in the sources based on the content of the sources, e.g. both sources agree that he was a dictator but Source B is much more negative about his rule than Source C. 1-2
- L2: Developed comparison of the views expressed in the sources, based on content and own knowledge, e.g. develops the contrasting views about Robespierre’s dictatorship. Source B argues that Robespierre was a bloodthirsty dictator who used the Terror for personal gain. In contrast, Source C states that he ‘was not a political tyrant’ and that others bear greater responsibility for the period of the Terror. The sources disagree on Robespierre’s role in the trial and execution of Danton. Own knowledge may include brief reference to the period of the Great Terror and Robespierre’s role during it. 3-5

L3: Developed evaluation of the sources, with reference to the sources and own knowledge, drawing conclusions about the extent to which Source B challenges Source C, e.g. Source B and Source C agree that the Terror and the dictatorship were necessary to push the revolution forward. Both sources agree that there were other members of the CPS responsible for the Terror, but Source B states strongly that it is Robespierre who became 'most associated with its excesses.' Whereas Source C claims he 'was not solely responsible for the intensive terror of 1794'. **6-7**

(c) Use **Sources A, B and C** and your own knowledge.
Explain the importance of the Terror, in relation to other factors, in explaining the political changes in France in the years 1789 to 1794. **(15 marks)**

Target: AO1.1, AO1.2, AO2

L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place, based *either* on own knowledge *or* the sources. **1-4**

L2: ***Either***
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues.

Or

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on descriptions but will have valid links.

Or

Demonstrates, by limited selection of material, *both* from the sources *and* from own knowledge, implicit understanding of the relevant issues. These answers, while relevant, will lack both range and depth and contain some assertion. **5-8**

L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, some understanding of the demands of the question. **9-11**

L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the question and provides a balanced explanation. **12-13**

L5: As L4, but contains judgement, as demanded by the question, which may be implicit and partial. **14-15**

Indicative content

Responses need to consider how and why France changed politically during the years 1789 to 1794. The importance of the Terror in bringing about political changes needs to be balanced against the more moderate stage of the Revolution and the reforms of the Constituent Assembly (Source A).

Evidence from the sources:

Source A – Clearly states that the reforms of the Constituent Assembly brought about the most lasting political, social and religious changes during the Revolution. These changes included the loss of noble privileges and the dismantling of the *ancien régime*.

Source B – Terror turned France into a dictatorship. Refers to Robespierre, Danton and Desmoulins who represented the political rise and domination of the middle classes.

Source C – Dictatorship was designed to save the Revolution.

Arguments for the importance of the Terror

The Terror represented the most radical stage of the Revolution. Politically, the period of the Terror introduced the Law of 4th December, which centralised political power in the hands of the CGS and CPS, giving France her first strong government since 1787. The *sans-culottes* also made significant political gains during the period of Terror, the right of insurrection was guaranteed in the Constitution of 1793, and all adult males were granted the vote.

Arguments against the importance of the Terror

The Terror reintroduced political elements of the *ancien régime* and reversed the gains of 1789, e.g. centralised political power, authoritarian rather than democratic. Therefore it can be argued that the most important political changes to France took place before 1793 and were implemented by the Constituent Assembly as argued in Source A. The Constituent Assembly restructured local government, brought uniformity to the legal system, and drew up the Constitution of 1791, which transformed France from an absolute to a constitutional monarchy.

It can also be argued that it was the actions of the Parisian crowd in 1789, especially at the Bastille and during the October days, which secured the gains of the Revolution. The actions of the King can also be considered, e.g. his flight to Varennes in 1791, which brought about the most significant political change, that of monarchy to republic. The declaration of war against Austria can also be considered as the key turning point.

At Level 1, candidates will make assertions about the importance of the Terror in bringing about political changes. At Level 2, answers will either describe some of the political changes that happened in France without linking to events that caused those changes or they will attempt an argument about the key reasons for political changes with little secure supporting evidence or balance. Level 3 responses will have generally more secure supporting evidence about political changes linked to the Terror and at least one other factor causing change, but not necessarily in any depth. At Level 4, the Terror should be ranged against a number of other factors and linked securely to political changes in France. At Level 5, answers should demonstrate judgement about the importance of the Terror against a range of other factors which caused political changes in France during the Revolution.

Question 2

- (a) Explain briefly what is meant by 'imperial coronation' (line 1) in the context of Napoleon's rule of France. (3 marks)

Target: AO1.1

- L1: Basic or partial definition of the term, largely based on the extract, e.g. Napoleon was crowned Emperor and created a dictatorship. **1**
- L2: Developed explanation of the term, linked to the context, e.g. following a series of plebiscites Napoleon was crowned Emperor at Notre Dame and France became an Empire. All political power was controlled by the Emperor. **2-3**

- (b) Explain why Napoleon's rule of France was popular in the years 1804 to 1814. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. Napoleon's rule 'continued the principles of the Revolution', his successful military campaigns etc. **1-2**
- L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. the system of patronage established to those in state service, free education was granted to sons of notables ensuring middle class support, propaganda was used to manipulate Napoleon's image giving him a heroic status, local administration was improved due to the work of the prefects, economic and financial policies improved the circulation of money until 1810, he created an empire. **3-5**
- L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue and prioritises, makes links or draws conclusions about their relative importance, e.g. may question the extent to which Napoleon's rule was genuinely popular throughout the population of France. Answers which refer to a lack of opposition due to the creation of a police state and stringent propaganda are relevant, as are responses which consider a downturn in Napoleon's popularity from 1808. **6-7**

- (c) 'Napoleon's rule of France defended the principles of the Revolution in the years 1804 to 1814.'
Explain why you agree or disagree with this opinion. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: ***Either***
Demonstrates, by relevant selection of material, some understanding of a range of issues.
- Or***
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by relevant selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

The central theme of responses should be the debate about the extent to which Napoleon developed or destroyed the Revolution. Effective responses will define the principles of the Revolution and examine thematically the way in which Napoleon's domestic reforms upheld or undermined liberty, equality and fraternity in France.

Evidence to support the statement

Napoleon can be seen as the heir of the Revolution. The Napoleonic Code completed the codification of the law begun by the Convention and the Directory. The basic principles of 1789, the destruction of feudalism, freedom of conscience and employment and equality in the division of estates between all children were maintained. Educational reforms, the creation of the Legion of Honour and 'career open to talents' within the army went some way to promote equality. Equal rights for Protestants and Jews had been created earlier with his concordat with the Catholic Church in 1801. A maximum on the prices of bread and flour in 1812 also followed revolutionary principles.

Evidence against the statement

Napoleon can be argued to be the destroyer of the Revolution. The people of France did not have any democratic rights or political freedom of choice because Napoleon created a dictatorship. French people were 'subjects' not 'citizens' under the rule of the Emperor. Napoleon abandoned the Declaration of the Rights of Man, the Napoleonic Code was authoritarian in practice and the rights of women were ignored. In practice the principle of

equality was undermined by educational reforms and the Legion of Honour, whilst the burden of taxation was shifted onto the poor due to the rises in indirect taxation.

Level 1 answers will either make vague assertions about the impact of Napoleon's reforms. At Level 2 answers will be more descriptive about some of the reforms introduced by Napoleon. At Level 3 there will be some reference to the 'defender/destroyer of the Revolution' debate. Level 4 answers will be balanced with a range of secure evidence about the impact of Napoleon's reforms, and at Level 5, judgement about the extent to which Napoleon was the heir of the revolution will be made.

Question 3

- (a) Explain briefly what is meant by the 'Quintuple Alliance' (line 3) in the context of Great Power co-operation in the years after 1815. (3 marks)

Target: AO1.1

- L1: Basic or partial definition of the term, largely based on the extract, e.g. it was an alliance of the Great Powers **1**
- L2: Developed explanation of the term, linked to the context, e.g. the Quintuple Alliance was formed in 1818 following the reintegration of France into the Great Power alignment. The purpose of the Alliance was to uphold the principles of the Vienna Settlement of 1815, one of which was the restoration of legitimate rulers. **2-3**

- (b) Explain why Britain wanted to limit Austrian intervention in the Italian States. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. Britain did not agree with intervening in other countries – without explanation. **1-2**
- L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. to explain why Britain was opposed to Austrian intervention outside of Naples e.g. Britain was a liberal power which sympathised with liberal, nationalist revolutionaries who rose against despotic rulers, Castlereagh feared that Austrian influence in other Italian states would increase Austrian power and upset the balance of power in Europe, he had moral and political objections raised in his State Paper of May 1820. **3-5**
- L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue and prioritises, makes links or draws conclusions about their relative importance, e.g. Britain accepted that Naples had clearly been under Austrian protection in 1815 and therefore Austria had a right to restore legitimate rulers. However, Castlereagh objected to Austrian interference elsewhere in the name of the Quintuple Alliance because, as he stated in his State Paper of 1820, the Alliance was not created to govern and police the whole of Europe and the world, but to liberate Europe from France. **6-7**

- (c) 'The pursuit of national self-interest was the main reason for the breakdown of the Congress System by 1825.'
Explain why you agree or disagree with this opinion. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: ***Either***
Demonstrates, by relevant selection of material, some understanding of a range of issues.
- Or***
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by relevant selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

Evidence to support the statement

It can be argued that a major failing of the Congress system was that all of the Great Powers to some extent pursued their own national self-interests. The breakdown of the Congress System had been inevitable since 1820 because the views of Britain and France to revolutions in other states were incompatible with those of the three eastern powers. Britain's refusal to send representatives to the Congress of Troppau and Congress of Laibach contributed significantly to a breakdown in relations between the five powers. Wellington refused to be party to any of the plans proposed at the Congress of Verona to deal with the issue of Spain. Canning did not support the idea of collective diplomacy, and his 'everyone for himself' approach was designed to protect British interests. Austria pursued self interests in Italy, while all of the powers had conflicts of interest in the near east. Independent French action in Spain in 1823 signalled the end of the Congress system.

Evidence against the statement

It can be argued that breakdown was inevitable because the principles on which the Congress System was based were never clearly defined. Russia, in particular, was guilty of confusing Article IV of the treaty of November 1815 with the Holy Alliance scheme of September. The ideological divide between east and west made co-operation between all powers increasingly strained from 1820 and the issuing of the Troppau Protocol and British State Paper. There was no set time and structure to meetings of the Congresses, nor was there any secretariat.

At Level 1, answers are likely to make undeveloped statements about the failure of the Congress System. At Level 2, agreement or disagreement with the statement will be inferred through a description of the Congresses or through an assertion of national self-interests with little developed supporting evidence. Level 3 answers will demonstrate some understanding of reasons why the Congress System broke down. At Level 4, answers will be balanced and have at least the equivalent of a paragraph on national self-interests, ranged against other reasons. At Level 5, judgement will be demonstrated about the extent to which national self-interests were pursued and a range of reasons will be given for the breakdown of the Congress System.