



**General Certificate of Education
June 2012**

History 2041

Unit HIS3H

Report on the Examination

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Unit HIS3H

Unit 3H: Monarchies and Republics in France, 1815–1875

General Comments

This paper was answered with an impressive degree of subject knowledge and stylistic confidence. It was very pleasing to note the obvious preparation of students and their ability to deploy a good range of specific facts and dates in support of structured argument. There was no notable difference in performance of the questions, although Question 1 did prove the most popular choice for students.

Question 1

01 This was answered with a good degree of subject knowledge, although it was perhaps less effectively answered than might have been expected considering how central the question is. Most students were able to effectively balance the terms of the Charter and the policies of Louis XVIII with those that developed through the period. Most argued that the monarchy had every chance of surviving but that a combination of various factors, and especially the actions of the Ultras, seriously hindered the chances. Interestingly, whilst most were able to refer to the adoption of the Bourbon flag and factors such as the 100 Days, far fewer were able to explain how this may have affected the security of the restoration. The issue that did have a great impact on performance on this question was a tendency to ignore the dates. Whilst most students considered the restoration itself, there were quite a number that left it at that and did not then examine the whole period 1815 to 1830. Unfortunately quite a few simply considered the effectiveness of the Charter. Similarly, another weakness was the tendency towards narrative. The very best answers identified the key features that determined survival or not and were able to lift these out of a chronological narrative.

Question 2

02 This question was generally answered very well. There was an impressive range of subject knowledge with some truly impressive references to banking and also industrial reforms. Students most commonly argued that suppression of opponents was not the most significant achievement, although many spent quite some time suggesting that the rebuilding of areas of Paris was the greatest achievement. The biggest issue here was a reluctance to address the key issue. Suppression of opponents can be dealt with very well, especially when censorship of the press and the make up of the various assemblies is considered – however many students seemed to lack the specific subject knowledge to really engage with this aspect of the question. Interestingly there was at the lower end some difficulty in identifying exactly what the Second Empire was, with some deploying a technique of referring to everything in the hope of something hitting home. The very best answers spent some time considering what might be judged to be ‘significant’ in the context of the period and then evaluated a range of events in this context.

Question 3

- 03** There was a full range in the quality of response to the question. The very best answers dealt thoroughly with the issue of ambition and thus moved beyond a simple analysis of success and failure. However, the weaker responses struggled to move beyond a simple narrative of events. Indeed, there were some responses that did not quite engage with the full date range. It is worth reminding students that the demands of the breadth question are slightly different to those of the other two questions on the paper. Whilst the depth of subject knowledge expected is less, students are expected to display a much greater grasp of change and continuity over time – indeed, not to cover the period stipulated in the question will affect the marks awarded. Hence, some of the student responses, whilst very detailed and informative on, for example, the Franco-Prussian War, lacked the type of overview of the period expected. In addition, some students attempted to challenge the premise of the question and argued that foreign policy in fact succeeded in this period. This route rarely brought much credit to students who increasingly lost focus and morphed their response to a prepared answer on the extent to which foreign policy succeeded in this period.

Mark Ranges and Award of Grades

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