

AS

History

Paper 2H France in Revolution, 1774–1795
Additional Specimen Mark scheme

Version: 1.0

Mark schemes are prepared by the Lead Assessment Writer 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 associates 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 associate understands and applies it in the same correct way. As preparation for standardisation each associate 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, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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 from aqa.org.uk

AS History Paper 2 Specimen Mark Scheme

2H France in Revolution, 1774–1795

Section A

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|----------|----------|---|-------------------|
| 0 | 1 | With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining why France went to war in 1792? | [25 marks] |
|----------|----------|---|-------------------|

Target: AO2

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.

Generic Mark Scheme

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|------------|---|--------------|
| L5: | Answers will display a very good understanding of the value of the sources in relation to the issue identified in the question. They will evaluate the sources thoroughly in order to provide a well-substantiated conclusion. The response demonstrates a very good understanding of context. | 21-25 |
| L4: | Answers will provide a range of relevant of well-supported comments on the value of the sources for the issue identified in the question. There will be sufficient comment to provide a supported conclusion but not all comments will be well-substantiated, and judgments will be limited. The response demonstrates a good understanding of context. | 16-20 |
| L3: | The answer will provide some relevant comments on the value of the sources and there will be some explicit reference to the issue identified in the question. Judgments will however, be partial and/or thinly supported. The response demonstrates an understanding of context. | 11-15 |
| L2: | The answer will be partial. There may be either some relevant comments on the value of one source in relation to the issue identified in the question or some comment on both, but lacking depth and have little, if any, explicit link to the issue identified in the question. The response demonstrates some understanding of context. | 6-10 |
| L1: | The answer will either describe source content or offer stock phrases about the value of the source. There may be some comment on the issue identified in the question but it is likely to be limited, unsubstantiated and unconvincing. The response demonstrates limited understanding of context. | 1-5 |
| | Nothing worthy of credit. | 0 |

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 must deploy knowledge of the historical context to show an understanding of the relationship between the sources and the issues raised in the question, when assessing the significance of provenance, the arguments deployed in the sources and the tone and emphasis of the sources. Descriptive answers which fail to do this should be awarded no more than Level 2 at best. Answers should address both the value and the limitations of the sources for the particular question and purpose given.

In responding to this question, students may choose to address each source in turn or to adopt a more comparative approach in order to arrive at a judgement. Either approach is equally valid and what follows is indicative of the evaluation which may be relevant.

Source A: in assessing the value of this source as an explanation, students may refer to the following:

Provenance and tone

- Source A is an official document from the Legislative Assembly and so reflects the position of the French government at this time.
- It is set out in a formal way as it is a declaration of war and it is justifying the reasons for this declaration.
- Nevertheless, it is still emotive in tone as the purpose is to justify the Government's actions and to win over the support of the French people along with people in other countries who support their cause. It has to justify its actions due to its original commitment not to go against 'the liberty' of any people. It is at pains therefore to emphasise that this is a war of 'defence' and that it is not a war against 'brothers' who support their 'liberty'.

Content and argument

- The French government is fighting a war to defend its liberty against the aggression of Austria.
- That they will ensure that those who support them are not affected by the 'scourge of war'.

Contextual knowledge should be used to assess the validity of these points, for example:

- the extent to which the Emperor of Austria (Francis I) had acted aggressively towards France
- the discussions that had taken place in the Legislative Assembly in the lead up to this declaration
- the extent to which all people in the Assembly supported this declaration.

Source B: in assessing the value of this source as an explanation, students may refer to the following:

Provenance and tone

- Source B is from an American and so might be expected to have an outsider's perspective which might be more objective.
- As an envoy, he would also be having conversations with people in government and so this should make him well-informed.
- He is writing to Washington, so he would also be expected to give an accurate and detailed account in order to inform the President.
- His tone is rather amused/sarcastic however as he notes that everyone has a reason for wanting war.

Content and argument

- All French people have a reason for wanting war.
- Some French want war in order to impose more drastic measures to deal with the economy.
- Some French want war in order to force Louis, Marie Antoinette and nobles to reveal their true colours so that they will be deposed.
- Some French want war in order to return to the Ancien Régime.

Contextual knowledge should be used to assess the validity of these points, for example:

- the different arguments that were being put forward at the time, e.g. by Lafayette and Brissot
- the views of Louis and Marie Antoinette regarding war and Marie Antoinette's relationship to Austria on this matter
- the views of the émigrés regarding war.

In arriving at a judgement as to the relative value of each source, students may conclude that (e.g.) Source A is more subjective than Source B as the Legislative Assembly in trying to get support for the war and its claim that Francis I is the aggressive party is doubtful. Source B gives a wider range of the reasons for war that were being discussed in France at the time and the view of the American is likely to be more objective. Whilst Source A is valuable evidence of the Legislative Assembly's claims regarding Austria and its aims in war, Source B is of more value for giving a fuller picture. Any supported argument as to relative value should be fully rewarded.

Section B

0	2	'Before 1789, Louis XVI was an absolute monarch.'
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Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

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|------------|--|--------------|
| L5: | Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. | 21-25 |
| L4: | Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. | 16-20 |
| L3: | The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. | 11-15 |
| L2: | The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. | 6-10 |
| L1: | The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. | 1-5 |
| | Nothing worthy of credit. | 0 |

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 make a judgement by balancing evidence which supports the view given against that which does not.

Arguments supporting the view that Louis XVI was an absolute monarch, might include:

- Louis' position in the Ancien Régime – he was the highest nobleman in the land and head of government
- he ruled by Divine Right
- there was no representative assembly; he appointed his own ministers whom he consulted on an individual basis
- Louis' decisions were final and he had the right to imprison anyone by *lettre de cachet*.

Arguments challenging the view that Louis XVI was an absolute monarch, might include:

- Louis' power was bound by laws and customs of the kingdom; he could not interfere with the rights and privileges of bodies such as the Assembly of the Clergy
- he was expected to consult his ministers and advisers to make laws which were then sent to the Parlements to be approved
- although he could use a 'lit de justice', this action would cause resentment if he used it too frequently
- the system of the Ancien Régime, whereby only the third estate paid taxes, meant that he was weakened financially (leading ultimately to financial crisis and calling of the Estates General)
- tax collection was also chaotic and inefficient
- in the provinces, the government was carried out by the *intendants* who had far reaching powers
- the structure of the Ancien Régime meant that the second estate was only interested in status; it was more important to be at Versailles than carrying out duties as a land owner. Thus there was little agricultural development.

Good answers may show an awareness that although an absolutist system, the structure of the Ancien Régime meant that he could not act as a despot; in fact the privileges accorded to the first two estates ultimately played a significant role in weakening the monarchy.

0 3 'The reforms introduced by the National (Constituent) Assembly between 1789 and September 1791 radically changed France.'

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

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 make a judgement by balancing evidence which supports the view given against that which does not.

Arguments supporting the view that the reforms radically changed France might include:

- the introduction of the principle of democracy at all levels by the extension of the franchise (to 'active citizens')
- the reform of the tax system by the abolition of most indirect taxation, the removal of exemptions and the introduction in 1791 of three new direct taxes
- the sale of Church lands
- the abolition of internal tariffs which encouraged free trade
- the legal system which was made free, fair and available to all with a jury system. In addition torture and hanging were abolished
- abuses in the Church were removed and the Church was made subservient to the State
- careers were now based on merit rather than wealth.

Arguments challenging the view that the reforms radically changed France might include:

- the democracy introduced was only indirect. This left a quarter of males and all women, without the vote
- social divisions remained with the division between 'active' and 'passive' citizens. This division was exacerbated by other measures which only benefitted the wealthier bourgeoisie such as the banning of trade unions and strikes
- slavery was not abolished
- the death penalty was kept
- although the move to a constitutional monarchy could have radically changed France, this never worked effectively due to the actions of Louis
- although open to merit, in many cases positions in local government were still filled with bourgeoisie
- the economic situation did not radically change despite the sale of church lands.

Good answers may show an awareness that while there were radical changes in the legal system and structure of society, the fact that the Constituent Assembly was made up of mainly bourgeois deputies prevented change from being too radical.