



## **General Certificate of Education**

# **AS History 1041**

### **Unit 1: HIS1F**

### **France in Revolution, 1774–1815**

## **Mark Scheme**

*2009 examination – January 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)

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## Generic Introduction for AS

The AS 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 candidates. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Candidates who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which candidates meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a candidate performing at the highest AS level is already well prepared for the demands of A2.

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

### **AS EXAMINATION PAPERS**

#### **General Guidance for Examiners (to accompany Level Descriptors)**

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#### **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 candidates 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 candidates' 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*. Candidates should never be doubly penalised. If a candidate 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 candidate 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:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- 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)
- Appropriate references to historical interpretation and debate
- The conclusion

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January 2009

**GCE AS History Unit 1: Change and Consolidation**

**HIS1F: France in Revolution, 1774–1815**

**Generic Mark Scheme**

**Question 1(a), Question 2(a) and Question 3(a)**

- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **0-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

**Question 1(b), Question 2(b) and Question 3(b)**

- L1:** Answers 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, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. 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. **0-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**

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**L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**

**L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

### Question 1

(a) Explain why the French monarchy faced a financial crisis in the years 1786 to 1788. **(12 marks)**

*Target: AO1(a), AO1(b)*

### Indicative content

- By 1786 the royal finances faced a huge deficit. The government was on the verge of bankruptcy.
- The first reason for this deficit was France's involvement in the War of Austrian Succession (1740–1748), the Seven Years War (1756–1763) and the American War of Independence (1776–1783). The last was financed by loans rather than by new taxes.
- The second reason was that the Crown was not receiving much of the money collected in taxes. The collection by tax farming was inefficient. The Farmers General was the company who collected indirect taxes for the government. They paid the State an agreed sum and kept for themselves anything collected above this figure. The Crown never received enough money to cover its expenditure and so had to borrow. Consequently payment on the debt became an increasingly large part of government expenditure.
- The privileged classes (first and second Estates) whose income from property had increased were an untapped source of revenue.
- Higher level candidates will be able to identify relevant factors with precise support and show how they are connected.

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- (b) How far was the outbreak of the French Revolution in 1789 caused by attempts to reform the royal finances? (24 marks)

Target: AO1(a), AO1(b), AO2(b)

### Indicative content

- In 1786 Calonne embarked on reforming the tax system. He proposed a land tax that all would pay. He aimed to stimulate the economy to increase tax revenues by proposing to abandon controls on the grain trade. He also wanted to try to restore national confidence so that new short-term loans could be raised.
- Calonne and Louis XVI called a hand-picked Assembly of Notables in February 1787 to ratify the reforms. The Members of the Assembly refused to ratify the reforms because as representatives of the privileged order they had the most to lose from them. They were willing to accept the concept of reform and taxation for all but urged the summoning of the Estates-General to ratify any reforms.
- Calonne was dismissed and replaced by Brienne. The Assembly of Nobles were no more co-operative. Brienne wanted the land tax and proposed an end to venal offices and a new central treasury. Those reforms were presented to the Parlement of Paris for registration, who refused. They urged the calling of the Estates-General. The parlement was exiled to Troyes.
- The subsequent aristocratic revolt was the most violent opposition the government had yet faced. There were riots in some provincial capitals where the parlements met. An assembly of the clergy also joined in on the side of the Parlements. It condemned the reforms and voted a *don gratuit* of less than a quarter of the size of the Crown requested.
- The opposition was able to continue due to the state of the Crown finances, the royal treasury was empty by August 1788. Brienne and Louis reluctantly agreed to summon the Estates-General for 1 May 1789. All payments from the royal treasury were suspended.
- In September 1788 Louis was forced to allow the Paris Parlement to return, abandoned and new loans were raised.
- Although Louis was an absolute ruler he was unable to impose reform on the state. The forces of opposition detected the weakness of the Crown.
- Another reason for the revolution was the economic crisis. There were a series of bad harvests and the resultant food shortages, high prices and unemployment caused by the decrease in demand for manufactured goods led to discontent. As a result of his crisis the politicisation of the majority of the Third Estate began.
- Longer term reasons were the structure of royal government, the taxation system, the structure of French society and the ideas of Enlightenment. All of these played some parts in creating an atmosphere of discontent in France.

- Higher level candidates will show judgement as to whether attempts to reform royal finances was the main causes or how it worked with the other factors to cause the revolution of 1789. They will show understanding of the relevant historical debate.

## Question 2

- (a) Why did the National Convention decide to execute King Louis XVI? (12 marks)

Target: AO1(a), AO1(b)

### Indicative content

- It can be argued that Louis XVI was executed not because of what he had done but because of what he was. He was the greatest symbol of the *ancien regime* and possibly the republic was not secure while he was still alive.
- Even so, his actions as a constitutional monarch had not helped him. Even before this he had been opposed to the August Decrees and the Declaration of Rights until the march on Versailles. When the constitution was created he kept 'supreme power' although he could only veto laws for four years.
- The King could not be trusted. He opposed the Civil Constitution of the Clergy and the 'Flight to Varennes' showed that Louis was not committed to the constitution and that he could be considered a 'Traitor'.
- When the Legislative Assembly met Louis wasted no time in using the veto, e.g. he prevented the passing of the law that would make *émigré* nobles traitors. When France went to war, it was thought that Louis might use the opportunity to reassert absolute power if France did badly.
- The King's situation was made worse after the march on the *Tuileries* and the Brunswick Manifesto. After a second attack on the *Tuileries* a republic was created. The King then found himself caught between the Girondin and the Jacobins in the Convention and his ultimately led to his execution.
- Higher level candidates will be able to identify relevant factors with precise support and show how they are connected.

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- (b) How far was Robespierre's unpopularity responsible for the collapse of the Reign of Terror after the spring of 1794? (24 marks)

Target: AO1(a), AO1(b), AO2(b)

**Indicative content**

- Robespierre began to lose support from the spring of 1794. Firstly his attempt to counter de-Christianisation with cult of the Supreme Being pleased no one. Catholics opposed it because it ignored Catholic doctrine and anti-clericals thought it was an attempt to reintroduce the Church.
- Robespierre's popularity among the *sans-culottes* was falling because of the execution of the Hébertistes, the dissolution of popular societies, the end of direct democracy in the sections, the raising of the maximum on prices which cause inflation and the imposing of the maximum in wages.
- The CPS and CGS began to fall out when the CPS set up its own police bureau, which Robespierre led, to prosecute dishonest officials. Billaud and Collot (members of the CPS) had been attached to Hébert and felt threatened by Robespierre. Other members of the CPS were now suspicious of Robespierre so he was losing former allies.
- After a month away from public life Robespierre returned to address the Convention, accusing unnamed colleagues of plotting against the government. As people felt threatened, it led directly to the coup of Thermidor, and Robespierre's death.
- However, it can be argued that the Terror had run its course. The dictatorship had ensured success in the war started before the King's execution, and internal enemies had been defeated. The gains made since 1789 were preserved, and some were extended. A successful citizen army had been created which would lead to further conquests in Europe.
- Negative aspects of the Terror contributed to its end. There was massive loss of life and devastation in the Vendée and areas of federalist revolt. The CPS and CGS had alienated Catholics and the bourgeoisie. Even the *sans-culottes* had become disillusioned with the extremism. Probably some people had had enough of the blood lust and were simply happy to have survived.
- Higher level candidates should be able to judge whether the unpopularity of Robespierre or other factors led to the collapse of the Reign of Terror, or a combination of factors. They should show understanding of the relevant historical debate.

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**Question 3**

- (a) Explain why Napoleon crowned himself Emperor of the French in 1804. (12 marks)

Target: AO1(a), AO1(b)

**Indicative content**

- Napoleon was offered the position of Consul for Life in 1802. A plebiscite showed overwhelming support for this. However, there was opposition and assassination plots, the most notable being that led by the Duc d'Angoulême in 1804.
- Many people were worried that if Napoleon was deposed and a royalist restoration took place, they would lose what they had gained from the revolution. There was talk of making the Consulship hereditary in the Bonaparte family.
- The Senate proposed that Napoleon be declared Emperor of the French. A plebiscite showed that there was massive support for this (although the army were not allowed to vote due to fear of opposition).
- Napoleon wished to secure his regime by making himself Emperor.
- Higher level candidates will be able to identify relevant factors with precise support and show how they are connected.

- (b) How far was France transformed by Napoleon's rule in the years 1804 to 1814? (24 marks)

Target: AO1(a), AO1(b), AO2(b)

**Indicative content**

- Tangible changes Napoleon bequeathed to France in the field of civil life and culture were:
  - The Bank of France
  - The *Légion d'Honneur*
  - The Civil Code and other legal codes
  - The prefect system
  - State secondary schools – the *lycées* and *Baccalaureate*
  - Art and Architecture – David, Arc de Triomphe, Place Vendôme column.
- His legacy was synonymous with *la gloire*. There was an expectation that France would have success in European affairs through most of the nineteenth century.
- Other institutions that remained in France included much of his bureaucratic organisation, e.g. The Ministry of the Interior. There was a well-organised civil service, which remained.
- Members of the imperial nobility kept their titles.

- In religion the *Concordat* remained the basis of relations between the French government and the Roman Catholic Church.
- This legacy was essentially a civil one.
- Balance can be provided by arguing that many features of the *ancien régime* returned to France, such as a court, the lower status of women, the position of the Catholic Church and Napoleon's prefects being similar to the old *intendants*.
- Higher level candidates should be able to judge how far France did not last to provide balance, e.g. Laws on censorship. They will show understanding of the relevant historical debate.