

A-LEVEL

History

Paper 2H France in Revolution, 1774–1815
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.

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A-level History Paper 2 Specimen Mark Scheme

2H France in Revolution, 1774–1815

Section A

0	1	With reference to these sources and your understanding of the historical context, assess the value of these three sources for a historian studying the religious changes introduced by Napoleon.	[30 marks]
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Target: AO2

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

Generic Mark Scheme

L5:	Shows a very good understanding of all three sources in relation to both content and provenance and combines this with a strong awareness of the historical context to present a balanced argument on their value for the particular purpose given in the question. The answer will convey a substantiated judgement. The response demonstrates a very good understanding of context.	25-30
L4:	Shows a good understanding of all three sources in relation to both content and provenance and combines this with an awareness of the historical context to provide a balanced argument on their value for the particular purpose given in the question. Judgements may, however, be partial or limited in substantiation. The response demonstrates a good understanding of context.	19-24
L3:	Shows some understanding of all three sources in relation to both content and provenance together with some awareness of the historical context. There may, however, be some imbalance in the degree of breadth and depth of comment offered on all three sources and the analysis may not be fully convincing. The answer will make some attempt to consider the value of the sources for the particular purpose given in the question. The response demonstrates an understanding of context.	13-18
L2:	The answer will be partial. It may, for example, provide some comment on the value of the sources for the particular purpose given in the question but only address one or two of the sources, or focus exclusively on content (or provenance), or it may consider all three sources but fail to address the value of the sources for the particular purpose given in the question. The response demonstrates some understanding of context.	7-12
L1:	The answer will offer some comment on the value of at least one source in relation to the purpose given in the question but the response will be limited and may be partially inaccurate. Comments are likely to be unsupported, vague or generalist. The response demonstrates limited understanding of context.	1-6
	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 respond to each source in turn, or to adopt a more comparative approach. Either approach could be equally valid, and what follows is indicative of the evaluation which may be relevant.

Source A: In assessing the value of this source, students may refer to the following:

Provenance

- This is a speech made by Napoleon himself giving his views on the Catholic religion.
- However it is just after he has become First Consul when he is looking to gain support and restore order in France, so could be expected to be conciliatory towards the clergy to draw them away from the royalist cause.
- His enthusiasm for the Catholic religion could well be exaggerated.

Content and argument

- The source is useful for showing Napoleon's view of religion as a positive force in society; his reference to 'well-ordered society', 'good government', indicate his motives for supporting the Catholic religion.
- He refers to the issue of the Civil constitution of the Clergy and de-christianisation showing that he sees this earlier period in a negative light and wishes to restore better relations.
- It is useful for indicating that he is thinking of a reconciliation between church and state, even before the Concordat negotiations were set up.

Tone and Emphasis

- Napoleon is clearly trying to win over the clergy by praising the role of religion in society and condemning earlier actions against the Church. His tone is positive; he has only praise for the Catholic Church and makes a clear commitment to 'protect' the Church.

Source B: In assessing the value of this source, students may refer to the following:

Provenance

- This is the official document which brought the division between the French Government and the Pope to an end.

Content and argument

- The source shows the reconciliation between Church and State, particularly in the preamble.
- However the content e.g. the Articles regarding appointment of Bishops and the oath of loyalty, also reveals that Napoleon intends to the state firmly in control and also maintain 'public peace'.
- Article 6 refers to the issue of Church Lands and is an indication of Napoleon using this agreement to maintain support of those who bought the *bien nationaux* during the revolution.

Tone and Emphasis

- As an official document its tone is formal.
- However, although there is a respectful tone towards the Pope, 'His Holiness', there is still emphasis on rights of the French state over the Catholic Church in France rather than those of the Pope.

Source C: In assessing the value of this source, students may refer to the following:

Provenance

- This is the official catechism of the Church that was taught throughout France. The date is significant as it was introduced after Napoleon had become Emperor and indicates the extent of power that he has by this date.

Content and argument

- The source shows how Napoleon used the Catholic religion to extend his control after 1804. It is explicit in telling the French people that they have to be totally obedient and that opposition is unacceptable. It links Napoleon directly with God.
- Students may note that the content would have angered the Pope and indicates a further strengthening of the control of the state over the Catholic Church.

Tone and Emphasis

- This is in the style of a traditional catechism of the Catholic Church using the set form of question and answer and respectful tone. This would make it even more effective as propaganda.

Section B

0	2	How influential in France were the ideas of the Enlightenment philosophes in the years 1788–1789?	[25 marks]
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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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement.	21-25
L4:	Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated.	16-20
L3:	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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist.	11-15
L2:	The answer is 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.

Arguments supporting the view that the Enlightenment ideas were influential in the years 1788–1789 might include:

- enlightenment influences can be seen in the pronouncements of the parlements who asserted the Fundamental Rights of the Kingdom; its language reflected the views of philosophes regarding the idea of ‘contract’ linking the duty of the king to the will of the nation, and also those of Montesquieu (who argued for a mixed monarchy where an assembly would moderate the Crown’s powers). The use of the term ‘the general will’ as well as ‘subjects’ and ‘people’ being replaced by ‘nation’ also show the influence
- the cahiers, many of which, for example, asked for a representative assembly and condemned absolute rule
- the flood of pamphlets coming out of Paris during this time which showed Enlightenment ideas spreading, e.g. Abbe Sieyès, ‘What is the Third Estate?’
- the pamphlets helped raise awareness amongst the Third Estate and increased expectations for the Estates-General
- the Tennis Court Oath in its desire for a new constitution
- the August Decrees which got rid of privilege
- the Declaration of the Rights of Man showed that enlightenment ideas had taken hold by this stage of the revolution as it embodied ideas of, for example, Rousseau, that men are born equal.

Arguments challenging the view that the Enlightenment ideas were influential in the years 1788–1789 might include:

- enlightenment ideas had a limited following; mainly educated elites and who were based mainly in Paris; the agitation, especially at the start, mainly came from liberal nobles, e.g. the Society of Thirty
- low literacy levels prevented the spread of enlightenment ideas
- the philosophes, themselves, were not united in their ideas.

Good answers may show an awareness that Enlightenment ideas were influential during these years laying the foundations for change and becoming more prominent once the revolution had taken place.

- 0 3** How successful was the Terror in destroying counter-revolution in the years 1792–1795? **[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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is 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.

Arguments supporting the view that the Terror was successful in destroying counter-revolution might include:

- the CPS and CGS were established in 1793 and they used various bodies to end the internal threats to France. Revolutionary Tribunals and representatives en mission enforced the will of Paris in the provinces and rooted out counter-revolutionaries
- severe measures were taken against rebels e.g. the ‘summary execution decree’ of March 1793 provided for trial and execution of armed rebels within 24 hours of capture
- harsh laws were passed against emigres; their property was confiscated by government officials and they were to be executed if they returned to France
- the regular army was used to take Marseille, Lyon and Toulon and put down the Vendée revolt. All of these measures were successful in putting down counter-revolution thus giving the government sufficient control to continue waging the war
- the passing of the Law of Suspects in 1793 enabled counter-revolutionaries to be imprisoned indefinitely or brought before the Revolutionary Tribunal. This was followed by the law of Prarial
- the Economic Terror, such as use of the Maximum, 1793, allowed the Republic to deal with potential economic chaos which was aiding counter-revolutionary feeling.

Arguments challenging the view that the Terror was successful in destroying counter-revolution might include:

- some people became counter-revolutionaries due to the brutal methods of the Terror
- Catholics were further alienated by the de-christianisation
- counter-revolution continued after the end of the Terror, e.g. the Chouans in Brittany
- it led to the ‘White Terror’, especially in Paris
- the royalists returned after the end of the Terror and were a threat to the Directory.

Good answers may show an awareness that so called ‘success’ of the Terror in destroying counter-revolution came at a price and that while it was largely successful in halting the immediate troubles of 1793–1794, its continuation merely increased the numbers of counter-revolutionaries.

- 0 4** How far was Napoleon's military success between 1799 and 1808 due to his generalship? **[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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
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- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is 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.

Arguments supporting the view that Napoleon’s military success was due to his generalship might include:

- Napoleon was an excellent military strategist; he developed tactics that were unbeatable up to 1808, e.g. as shown at Ulm in 1805 and Jena-Auerstadt in 1806
- he was able to adjust his plans in battle, taking advantage of circumstances
- he was able to exploit his victories using diplomatic skill as well as military skills to keep his opponents divided
- his charismatic leadership inspired his men. He knew how to motivate his men e.g. visiting them before a battle, issuing daily bulletins, using rewards such as the Legion of Honour to reward bravery which won their respect. He also fed and paid them well.

Arguments challenging the view that Napoleon’s military success was due to his generalship might include:

- the armies that he led were in fact created during the Revolution; they were already well-organised and battle-experienced men
- he did not introduce any new training methods and he had no interest in technological innovation ignoring new inventions such as the telegraph and the percussion charge
- he often took unnecessary risks and his organisation was poor regarding reconnaissance and maps
- he often made errors of judgement because of lack of awareness of climatic and geographical conditions e.g. in Egypt and Saint Domingue
- his tactics were only suited to certain terrains and types of battle and caused failure later in Russia and Spain
- the skill of Napoleon’s generals such as Murat, Ney and Davout was also significant
- his enemies were weak, divided, poorly led and often used out of date tactics.

Good answers may show an awareness that although Napoleon was a charismatic general and an excellent military strategist, there are significant criticisms of his generalship and that other factors, such as the weakness of the opposition, played a key role in his success.