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# A-level HISTORY

Paper 2H France in Revolution, 1774–1815

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**Mark scheme**

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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](http://aqa.org.uk)

## A-level History Paper 2 Specimen Mark Scheme

### 2H France in Revolution, 1774–1815

#### Section A

- |          |          |  |                   |
|----------|----------|--|-------------------|
| <b>0</b> | <b>1</b> | With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying the failure of constitutional monarchy. | <b>[30 marks]</b> |
|----------|----------|--|-------------------|

*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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|------------|---|--------------|
| <b>L5:</b> | 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.   | <b>25-30</b> |
| <b>L4:</b> | 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.   | <b>19-24</b> |
| <b>L3:</b> | 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. | <b>13-18</b> |
| <b>L2:</b> | 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), <b>or</b> 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.   | <b>7-12</b>  |
| <b>L1:</b> | 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.   | <b>1-6</b>   |
|            | Nothing worthy of credit.   | <b>0</b>     |

## 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

Students should refer to the provenance in context of their own knowledge:

- it is the declaration left by the King which was intended to be read after his escape from France, but as Louis never succeeded in his escape, was seen as evidence of his disloyalty to the revolution.

### Content and argument

- the source shows Louis' attitude towards the revolution and his dislike of the new constitution and his loss of power
- it is also useful for showing the gulf between his perception of the revolutionary changes and those of his people – he thinks of the changes as having created 'anarchy'.

### Tone and emphasis

- Louis is making his appeal to the ordinary Frenchmen and stressing his concern with 'order and happiness' of the kingdom which indicates that he is trying to bypass the Assembly and win popular support.

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

### Provenance

- the source is from the Jacobins and Pétion who represented a radical stance with regard to the monarchy and that they voiced the demands of the sans-culottes who were becoming increasingly radicalised and pro-Republican.

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**Content and argument**

- the Pétition highlights the impact of war on the King's position and the impact of the Brunswick Manifesto in increasing tension and undermining the King's position
- students may also comment on the demands for a body to be formed by the 'will of the people' which is 'sovereign'. This shows the influence of the enlightenment thinkers; ideas incompatible with the monarchy.

**Tone and emphasis**

- there is strong language against Louis indicating the depth of feeling by the sans-culottes against the monarchy.

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

**Provenance**

- this is an official record giving an account of the formal charges brought against Louis in his trial and his response.

**Content and argument**

- it is useful for showing the gulf that existed by the end of 1792 between the people and the King
- students will note that the King is now being accused of tyranny and that all of his actions from the Estates-General onwards are being seen as harmful to liberty
- the King, however, still claims that he is above the law.

Students may employ contextual knowledge to show that by this point, there was no alternative but to have a republic.

**Tone and emphasis**

- the language used by the President, 'tyranny', 'subversive to freedom', 'shed the blood' which indicate the strength of accusations being made against Louis
- the language used by the King is curt and authoritative.

In summary, these sources set out both the actions of the King and the views of the Parisians towards his actions; taken together they give several reasons to show why the constitutional monarchy failed.

**Section B**

<b>0</b>	<b>2</b>	How important was the Revolt of the Nobles in forcing Louis XVI to call an Estates-General?	<b>[25 marks]</b>
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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**

<b>L5:</b>	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.	<b>21-25</b>
<b>L4:</b>	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.	<b>16-20</b>
<b>L3:</b>	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.	<b>11-15</b>
<b>L2:</b>	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.	<b>6-10</b>
<b>L1:</b>	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.	<b>1-5</b>
	Nothing worthy of credit.	<b>0</b>

## 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 identify a range of reasons for the calling of the Estates-General.

Students may refer to some of the following material in support of the premise:

- it was the most violent and determined opposition yet that Louis had faced to his rule. There were riots in some of the provincial capitals where the parlements met; in Grenoble soldiers were unable to control the crowds in the Day of Tiles. Thus it appeared that royal authority was collapsing and that the military were helpless
- the opposition was led by the First and Second Estates; in all parts of the country nobles met in unauthorised assemblies to discuss action in support of the parlements and their demands for the calling of an Estates-General to consent to new taxes. The Church also joined in, agreeing to pay only a quarter of the don gratuit requested by the Crown. Thus Louis was losing the support from the sections of society that were normally loyal
- the revolt prevented Louis from imposing his reforms on the State and this led to a paralysis of government which could only be broken by agreeing to demands to call the Estates-General.

Factors suggesting that the Revolt of the Nobles was not important might include:

- the risings were uncoordinated and sporadic
- royal troops remained loyal and Paris generally remained loyal. Thus there was no real long-term threat to Louis' authority.

Factors suggesting that other factors were important for forcing Louis to call the Estates-General might include:

- the bankruptcy of the government. In August, short-term loans dried up and this prevented Louis from being able to wait until events calmed down. Thus Brienne had no choice but to get Louis to call an Estates-General to meet in 1789
- the failure of previous attempts at reform in particular the failure of the Assembly of Notables to pass Calonne's land tax
- the wider economic crisis and increasing unrest amongst the Third Estate, e.g. food riots in 1789
- the growing expectations/pressure for political change encouraged by the ideas of the philosophes.

Good answers are likely to/may show an awareness that the Revolt of the Nobles was important for highlighting the limitations of Louis' power but that it was the bankruptcy of the government combined with the economic crisis that meant that Louis had no room to manoeuvre and so had to agree to the demands of the Parlements to call the Estates-General. They may also point out that the opposition of the nobles was primarily selfish and directed to the preservation of the interests of the First and Second Estates. Rather than helping a difficult situation, their confrontation with the King helped push Louis into a confrontational situation that was to bring about their own loss of power.

**0 3** 'The Directory restored stability to France between 1795 and 1799.'

Assess the validity of 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 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.**

Students will need to assess the record of the Directory and balance their successes in creating stability against their failures to achieve stability.

Students may refer to some of the following material in support of the premise:

- the establishment of the Directory helped end the Terror and the White Terror; the Directory was committed to restoring rule of law
- it prevented a royal resurgence – curbing the Chouans, taking action against émigrés and preventing royalist dominance in the councils through the Coup of Fructidor (1797)
- it curbed the Jacobins and left wing through the defeat of the Babeuf Plot (1796) and the Coup de Floréal (1798)
- the army was used to restore order when there were risings against the government thereby preventing changes in government for five years
- there was a return to some sort of financial stability – the reduced military expenditure after the defeat of Austria and introduction of new taxes allowed the budget to be balanced.

Factors suggesting that the Directory did not restore stability might include:

- the risings against the Directory in 1795 and the coups of 1797–1799; the growth in royalism and extremism
- the Constitution of the Year III which meant annual elections and no provision for settling disputes between the executive and the legislative in a reasonable way
- the cumbersome system of government under the Directory with too many checks and balances for efficient government
- the continual interference in election results which undermined the Directory as a system of genuinely stable government
- the reliance on the army to maintain stability which ultimately meant that an army takeover was highly likely
- the dramatic take over and change of government by Napoleon in the coup de Brumaire.

Good answers are likely to/may show an awareness that the Directory was certainly a period of stability in contrast to the preceding years of revolution, yet the new constitution combined with the continual interference in election results/reliance on the army meant that any stability was likely to be short-lived.

**0 4** 'The decline of Napoleon's power in Europe between 1808 and 1814 was due to the strength of his enemies rather than French weakness.'

Assess the validity of 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 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**

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## 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 will need to assess the reasons for the downfall of Napoleon.

Students may refer to some of the following material in support of the premise:

- Napoleon's enemies had started to copy his tactics – becoming more flexible and developing their artillery
- Prussia and Austria developed new national armies – by the Battle of Leipzig, the Prussian army had created a well-organised system of compulsory military service, it had 150 000 trained men and the principle of merit for promotion had been established
- the coalition adopted military tactics to force Napoleon into a more defensive style of warfare
- greater co-operation of the allies by 1814 enabled them to put into battle a combined force which was superior in size to Napoleon's army.

Factors suggesting that Napoleon's defeat was due to French weakness might include:

- the size and quality of the army declined. He had to increasingly rely on raw recruits and French conscripts who often went into battle untrained
- by the time of the Russian campaign, only half of his army was French which reduced reliability of the army and reduced the amount of flexibility that had been shown in earlier campaigns
- also, as Napoleon's armies became larger, they were more difficult to move quickly and more difficult to keep supplied. He had to abandon his earlier surprise tactics involving speed and mobility.

In addition, students may refer to:

- the Spanish and Russian campaigns which sapped morale and also seriously weakened the army in terms of manpower and resources
- Napoleon's arrogance which contributed to the weakness of the French army as he failed to see how dangerous his opponents were becoming and/or to adapt to the new situation he found himself in
- Napoleon's mistakes, e.g. the Continental Blockade and his failure to appreciate the factors such as size and terrain in both Spain and Russia.

Good answers are likely to/may show an awareness that the decline in French power was due to the growing strength of his enemies but that Napoleon himself played a key role by failing to face up to this and to adapt his strategies accordingly.

