

**GCE**  
**AS and A Level**

# History

**AS exams 2009 onwards**  
**A2 exams 2010 onwards**

## **Unit 1F** **Specimen mark scheme**

**Version 1.1**





# **General Certificate of Education**

## **AS History**

### **Unit 1: HIS1F**

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

## **Specimen Mark Scheme**

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

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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Set and published by the Assessment and Qualifications Alliance.

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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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**Specimen Mark Scheme****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**

**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 financial crisis in the 1770s. (12 marks)

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

#### Indicative content

French involvement in the American War of Independence restored French honour but worsened the weak financial situation of the Crown; in short this war plunged France into an acute financial crisis. Throughout the eighteenth century the French Crown had funded wars through loans, thus building up huge repayment debts. The American War of Independence cost France approximately 1066 million *livres*. This placed further financial burden on the inefficient taxation system. Members of the First and Second Estates were largely exempt from taxation, thus the privileged classes, whose income from property had increased, were an untapped source of revenue for the Crown. By 1781 the Treasury was 160 million *livres* short and 295 million *livres* short for 1782. Finance ministers Turgot and Necker attempted to reform the system of taxation but faced opposition from ministers and Parlements. Turgot was dismissed in 1776 and Necker resigned in 1781. The financial crisis was worsened by the failure of harvests in 1778–1779. Since the population was steadily rising, prices increased out of proportion to income. This, in turn, decreased consumer purchasing and so led to a decline in manufacturing and an increase in unemployment in industrial areas, thus making it harder than ever to collect taxes from the Third Estate.

(b) How far were the ideas of the *philosophes* responsible for the outbreak of Revolution in France in 1789? (24 marks)

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

#### Indicative content

The *philosophes* were French writers, including Voltaire, Diderot, Montesquieu and Rousseau, who formed part of the intellectual movement known as the Enlightenment. The Catholic Church was condemned by the *philosophes* as intolerant, wealthy and corrupt, and Voltaire proclaimed '*Ecrasez l'infame*'. Therefore by the very nature of their questioning and critique, the *philosophes* undermined the position of the Church and the role of the King as God's servant in France. The *philosophes* were in favour of liberty and argued for freedom of the press, speech, of trade and of freedom from arbitrary arrest, which was a direct criticism of the king's power of *lettre de cachet*. They also believed in equality before the law and thus were

critical of the inherent inequality before the law within the *Ancien Regime* which saw the Second Estate have the right to be heard in a high court of law and to be beheaded rather than hanged if found guilty of a capital offence. However, although the ideas of the *philosophes* challenged the abuses of the *Ancien Régime*, they were a movement of the educated elites for the educated elites. Without the financial crisis that the Crown experienced from the 1770s and the political mistakes made by Louis XVI in an attempt to resolve the financial crisis it is very unlikely that the ideas of the *philosophes* would have led to revolution.

The political mistakes of Louis XVI contributed significantly to the aristocratic revolt and the establishment of the National Assembly. On his accession to power in 1774, he reinstated the *Parlements* to their ancient powers and prerogatives, which, although a popular move with the nobility, created numerous political challenges, especially when dealing with the issue of taxation. For example, when the *Parlement* of Paris refused to register Brienne's financial reforms by arguing that only the Estates-General could consent to new taxes, Louis' reaction was heavy-handed and he exiled the *Parlement* to Troyes. The resulting aristocratic revolt proved to be the most violent opposition the government had yet faced. Louis lacked the strength of character to overcome the rise of powerful factions within his court and, due to a lack of self-confidence, he failed to give the necessary support to reforming ministers at crucial times. It can be argued that if Louis XVI had been able to disperse the Estates General and restore order in Paris, he might well have been able to prevent the fatal fusion of the political crisis with the growing social and economic discontent. However, it can be argued that Louis XVI was placed in an impossible situation as he was duty bound to protect the 'laws and customs' of France, yet it was the structure of the *Ancien Régime* which prevented effective reform, thus exacerbating financial and economic distress. Louis' mistakes cannot be studied in isolation and a range of factors that contributed to the outbreak of the revolution must be considered and assessed. Other factors include the financial crisis, the failure of the finance ministers to reform, the economic crisis and the influence and growing resentment of Marie Antoinette.

Marxist historians stress the class struggle between the rising bourgeoisie and the declining aristocracy. According to Marxists the French Revolution began because there was an inequality of political rights between the bourgeoisie and the aristocracy; the bourgeoisie won this struggle because the monarchy became bankrupt due to the financial crisis. However, revisionists stress the ideas of the *philosophes* and the Enlightenment as a key factor in the outbreak of revolution, rather than social, economic and class issues. Post-revisionist historians have tried to reach a consensus between the Marxist and revisionist schools of thought. They stress a multi-causal approach and the interplay of social, economic, political and cultural factors.

## Question 2

- (a) Why did the National Assembly vote for the August Decrees of 1789? (12 marks)

Target: AO1(a), AO1(b)

## Indicative content

Responses should focus on the reasons why the National Assembly voted for the August Decrees of 1789 and therefore answers which describe what the August Decrees were will be of little value. The action taken by the National Assembly to dismantle the feudal system on 4 August 1789 was in response to the rural revolt that was engulfing the countryside. During the



'Great Fear' that lasted from 20 July 1789 to 6 August 1789 many hundreds of chateaux were looted and set on fire by peasants who turned their frustrations on local landlords. The revolt in the countryside against taxes, the *taille* and feudal dues had been ignited by the preparation of the *cahiers* and the revolt in Paris that had climaxed with the storming of the Bastille. The longer-term causes of the revolt in the countryside lie in the economic depression and the failure of harvests in the 1780s, particularly 1788, which caused a shortage of food and rapidly rising bread prices. However, it can be argued that the National Assembly voted for the August Decrees primarily in order to preserve itself. The Assembly could not ask the King for troops to crush the uprising in the countryside as the King's troops might be turned against the Assembly itself. In addition, peasant actions during the 'Great Fear' frightened the National Assembly, where the mainly bourgeois and liberal noble deputies grew concerned for their own property. Alternatively, it can be argued that the August Decrees were passed due to the actions of liberal nobles who were influenced by the works of the *philosophes* and who, in a spirit of patriotic fervour, renounced their privileges.

- (b) How successful were the reforms of the National Assembly in bringing about liberty and equality to the French people in the years 1789 to 1793? (24 marks)

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

### Indicative content

Descriptions of National Assembly reforms will not in themselves be useful. Effective answers will try to define the different groups in society which made up the 'French people' and look at the extent to which they gained freedoms and equality of opportunity through the reforms of the National Assembly. An understanding of the historical debate about the 'winners' and 'losers' during the French Revolution should be demonstrated. The August Decrees of 1789 signalled the end of noble power, the feudal system, and established the right to fair taxation. The Declaration of the Rights of Man laid down the principles on which the new Constitution of France was to be based. The work of the National Assembly brought about political freedoms. A constitutional monarchy was established; the right to vote given to 'active citizens'; justice was to be free, fair and available to everyone. In some areas away from towns the peasantry benefited from the sale of *biens nationaux*. However, not everyone benefited from these freedoms: only 61% of men could vote, no women could and the bourgeoisie were the main beneficiaries of the meritocracy and the sale of *biens nationaux*. Although the August Decrees had freed peasants in theory from their feudal dues, in practice they had to pay compensation to their landlords. In addition, the sale of Church land reduced its main source of income and impacted heavily on poor relief. The Assembly set up a committee which in 1791 concluded that 2 million people were reduced to begging to support themselves, yet there was no money available to help alleviate the problem and so nothing was done. Workers were also discriminated against by the reforms of the Assembly as in June 1791 Le Chapelier Law was passed, which forbade trade unions and declared collective bargaining, picketing and strikes illegal; however, the law did open up many trades restricted by guilds.

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**Question 3**

- (a) In what ways was the Constitution of 1799 important in Napoleon's establishment of himself as Emperor of the French? (12 marks)

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

**Indicative content**

The coup of Brumaire was successful in bringing Napoleon political power, but he needed to consolidate that power if he was to become the undisputed leader of France. The Constitution, drafted by Sieyes with Napoleon's collaboration, provided a set of institutions that appeared to preserve republican forms but at the same time gave considerably increased powers to the executive, thus bringing about a strong and stable, if authoritarian, government. It was these powers that Napoleon was able to manipulate to secure complete power for himself. The Constitution created three Consuls who held the executive power and who were to be elected for ten-year terms. Napoleon argued that he must be made First Consul as head of state, who would have complete control, in peace and war, at home and abroad. Napoleon insisted that the roles of Second and Third Consul could only have the right to express an opinion. As First Consul, Napoleon controlled government appointments, made and dismissed ministers, closely supervised the work of ministers, initiated all legislation through the Council of State or Senate, and controlled foreign policy. The Senate, the Tribunate and the Legislative Body all had their power circumscribed as membership was appointed by Napoleon rather than elected. The Constitution made references to representative government through the appearance of adult male suffrage; however there were no elections, only presentations of candidates suitable for appointment as deputies and the choice of candidates was restricted to notables – men of wealth who owed their positions of power due to Napoleon. Napoleon revised his initial constitution in 1802, when he had himself proclaimed consul for life with the right to nominate his own successor. Secure in his new position, Napoleon filled the councils with men loyal to him and ensured that the Senate was brimming with his nominees, who were well provided for with generous gifts of land and money. The Constitution was revised once more in 1804 when he became Emperor.

- (b) How important was censorship and propaganda in maintaining Napoleon's control of France in the years 1804 to 1815? (24 marks)

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

**Indicative content**

Responses need to consider the different methods that Napoleon used to maintain control of France in the years 1804 to 1815. Higher level responses will consider a range of draconian measures other than propaganda and censorship; these may include the work of the prefects, Joseph Fouché and the various branches of the police force, the repressive Code Napoleon and indoctrination of the youth of France through education controls, e.g. the Imperial Catechism, the role of the Imperial University. In Napoleon's eyes, the duty of the press was to function as a dutiful agent of the government's propaganda machine. The number of political journals was reduced from 73 to 13 and those that survived were closely monitored. Many of the articles that appeared in *Le Moniteur*, the official government newspaper were written by Napoleon himself. Controls were placed on printing, publishing and theatre productions by

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government censors. In these ways, Napoleon attempted to build stability and a strict framework of order, obedience and control. However, draconian methods alone did not secure Napoleon's position of power; these methods had to be balanced with some elements of reform, economic stability and bribery through the system of patronage which included the creation of *Senatoreries* and the Imperial Nobility.