

**GCE**

**History A**

**Y214/01: France 1814-1870**

A Level

**Mark Scheme for June 2022**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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**MARKING INSTRUCTIONS****PREPARATION FOR MARKING  
SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.

**5. Crossed Out Responses**

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

**Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

**Multiple Choice Question Responses**

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

*When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

### **Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

### **Short Answer Questions** (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

### **Short Answer Questions** (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

### **Longer Answer Questions** (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
  - there is nothing written in the answer space

Award Zero '0' if:


- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**  
If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*
10. For answers marked by levels of response: Not applicable in F501
  - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

## 11. Annotations

Annotation	Meaning of annotation
<b>BP</b>	Blank Page
	Highlight
Off-page comment	
<b>A</b>	Assertion
<b>AN</b>	Analysis
<b>EVAL</b>	Evaluation
<b>EXP</b>	Explanation
<b>F</b>	Factor
<b>ILL</b>	Illustrates/Describes
<b>IRRL</b>	Irrelevant, a significant amount of material that does not answer the question
<b>J</b>	Judgement
<b>KU</b>	Knowledge and understanding
<b>P</b>	Provenance
<b>SC</b>	Simple comment
	Unclear
<b>V</b>	View

## 12. Subject Specific Marking Instructions

Question		Answer	Mark	Guidance
1	(a)	<p><b>Which of the following had the greater impact on the popularity of Louis Philippe and his government?</b>  <b>(i) The Mehmet Ali Crisis</b>  <b>(ii) The Tahiti Affair.</b>  <b>Explain your answer with reference to both (i) and (ii).</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that (i) had the greater impact</b> answers may refer to the humiliation of France as a result of Palmerston's actions.</li> <li>• Answers may refer to Thiers comments that France would go to war and his subsequent replacement which was a humiliation after his aggressive stance</li> <li>• Answers may refer to the humiliation of France being unwilling to fight either Britain or Russia</li> <li>• Answers might argue that Louis Philippe was blamed for the humiliation</li> <li>• <b>In arguing that (ii) had a greater impact</b>, answers could refer to the fact the French disowned the agent who had acquired Tahiti for France</li> <li>• Answers could refer to the loss of the opportunity to expand the empire was sacrificed for British friendship</li> <li>• Answers could consider the impact on popularity of improved relations with Britain</li> <li>• Answers could consider the impact of the loss of glory in failing to expand and the preference for British friendship</li> </ul>	10	<p>The indicative content lists features of the period studied that relate to the question set.  <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b>  The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• Judgement must be supported by relevant and accurate material.</li> <li>• Only credit material relevant to question.</li> <li>• Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>

Question	Answer	Mark	Guidance
1 (b)*	<p><b>To what extent did Louis XVIII solve the problems he faced?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that he did solve the problems he faced</b>, he was able to pay off the war indemnity and ensure the removal of foreign troops</li> <li>• Answers may suggest that he was able to restore economic stability after the costs of the Napoleonic wars</li> <li>• Answers may discuss the development of a system to control government spending that ensured finances were stable</li> <li>• Answers may argue that Louis was able to win support from many despite the foreign policy</li> <li>• Answers may consider that he won the support of the pays legal by making the Charter work</li> <li>• Answers may consider that he dealt with the Ultras by dissolving the Chamber in 1816 and used a different electoral system</li> <li>• Answers might consider Louis' determination to stay out of party politics</li> <li>• Answers might consider his attempts to uphold some of the changes from the Revolution</li> <li>• Answers might consider his attitude towards press censorship</li> <li>• <b>In arguing that he did not solve the problems he faced</b> answers might argue that he was never able to remove the association of his restoration by the allies</li> <li>• Answers may suggest that there was still strong support for alternative regimes</li> <li>• Answers may argue that Louis was unable to win the support of the Ultras</li> <li>• Answers may suggest that reforms to the electoral system made the position of the Ultras stronger.</li> <li>• Answers might consider the appointment of the Ultra Villele in 1822</li> </ul>	20	<p>The indicative content lists features of the period studied that relate to the question set.  <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on 'to what extent' but at Level 4 may simply explain the problems he faced</li> <li>• At Level 5 there will be judgement as to the relative success in solving the problems.</li> <li>• At higher levels candidates might establish criteria against which to judge the degree of importance.</li> <li>• To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation in line with the descriptions in the levels mark scheme.</li> </ul>



Question	Answer	Mark	Guidance
2 (a)	<ul style="list-style-type: none"> <li>• Answers might consider the support given to Spain and its despotic king</li> <li>• Answers might consider the increased powers given to the Church</li> <li>• Answers might consider plans to compensate emigres who had lost land</li> <li>• Answers might consider the extent to which, by the end of his reign policies were favouring extreme royalism</li> </ul> <p><b>Which of the following ministers was more responsible for opposition to the rule of Charles X?</b></p> <p><b>(i) Villele</b>  <b>(ii) Polignac</b></p> <p><b>Explain your answer with reference to both (i) and (ii).</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing (i) was more responsible, answers might refer to Villele's Ultra beliefs</b></li> <li>• Answers might argue that Villele's overbearing and inflexible attitude alienated even his own supporters</li> <li>• Answers might argue that Villele persuaded the king to dismiss Chateaubriand, who was popular and lost influential support</li> <li>• Answers might consider how Chateaubriand used the Chamber of Peers to undermine support for Villele.</li> <li>• Answers might argue that Villele was responsible for opposition from both the left and right</li> <li>• <b>In arguing that (ii) was more responsible, answers might refer to Polignac being the royal favourite.</b></li> <li>• Answers might argue that Polignac had no sympathy for the Charter which meant many believed Charles would abandon it, losing support from moderates.</li> <li>• Answers might consider the public outcry at the appointment of the new ministry.</li> </ul>	10	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• Judgement must be supported by relevant and accurate material.</li> <li>• Only credit material relevant to question.</li> <li>• Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>

Question		Answer	Mark	Guidance
2	(b)*	<ul style="list-style-type: none"> <li>Answers might consider that in 1830 Polignac was unable to command a majority in the Chamber</li> <li>Answers might consider the elections of June/July 1830 and the results</li> <li>Answers might consider the policies Charles introduced to try and gain support for the Polignac administration in the new elections</li> </ul> <p><b>‘Napoleon III’s foreign policy was largely a success.’ How far do you agree?</b></p> <ul style="list-style-type: none"> <li><b>In arguing that it was a success it might be argued</b> that the Treaty of Paris after the Crimean war was a success</li> <li>Answers could argue that Napoleon III was able to end French isolation in the period before 1861.</li> <li>Answers could refer to Napoleon restoring French prestige in the period before 1861</li> <li>Answers might consider his support for nationalism in Italy</li> <li>Answers might consider Napoleon’s success at removing Austria from Lombardy and France gaining Nice and Savoy</li> <li><b>In arguing that it was not a success</b> it might be argued that there was little support for the Crimean war and it was not the short war expected</li> <li>Answers could suggest that France failed to honour the agreement of Plombieres and drive Austria from Venetia, instead making peace</li> <li>Napoleon’s foreign policy in Italy was unpopular in France</li> <li>Answers could argue that Napoleon failed to achieve his aims in Italy as, apart from Venetia and Rome, Italy was united.</li> <li>Napoleon failed to create a confederation in Italy under the Pope and the Pope lost lands, which was unpopular with French Catholics</li> </ul>	20	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>No set answer is expected.</li> <li>At higher levels candidates will focus on ‘how’ the statement is valid but at Level 4 may simply list the successes and failures</li> <li>At Level 5 there will be judgement as to the validity of the statement.</li> <li>At higher levels candidates might establish criteria against which to judge success and failure.</li> <li>To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions.</li> <li>Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation in line with the descriptions in the levels mark scheme.</li> </ul>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>• Answers might consider Napoleon's response to the Polish Revolt</li> <li>• Answers might consider the failure of French protests over the attacks on Denmark</li> <li>• Answers might consider the change in balance of power in Europe following the Austro-Prussian war of 1866</li> <li>• Answers might consider the Hohenzollern and Luxemburg affairs</li> <li>• Answers could argue that it was his foreign policy towards Prussia that led to his overthrow</li> <li>• Answers might consider events in Mexico</li> </ul>		

APPENDIX 1 – this contains a generic mark scheme grid

	<i>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.</i>
	<b>Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]</b>
<b>Level 6</b> 9–10 marks	Both factors are thoroughly analysed and evaluated using accurate and detailed knowledge and understanding of key features of the period, in order to reach a developed and substantiated judgement in relation to the question.
<b>Level 5</b> 7–8 marks	Both factors are analysed and evaluated using generally accurate and detailed knowledge and understanding of key features of the period, in order to reach a substantiated judgement in relation to the question.
<b>Level 4</b> 5–6 marks	Both factors are analysed and evaluated using relevant knowledge and understanding of key features of the period, however treatment of factors may be un-even with analysis and evaluation of one of the two being only partial. Analysis and evaluation is used to support a reasonable judgement in relation to the question.
<b>Level 3</b> 3–4 marks	Both factors are analysed and evaluated in a partial way, using some relevant knowledge of key features of the period, in order to make a basic judgement in relation to the question.
<b>Level 2</b> 2 marks	Limited and generalised knowledge of the period is used to attempt a limited analysis or evaluation of both factors, and this is linked to a very simplistic judgement.
<b>Level 1</b> 1 mark	Very limited and generalised knowledge of the period is used to attempt a very limited analysis or evaluation of one of the factors. The other factor is either not considered or there is very limited information or description of the factor with no attempt to use this knowledge. If there is a judgement, this takes the form of assertion.
0 marks	Nothing of any relevance to the factors.

	<i>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.</i>
	<b>Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]</b>
<b>Level 6</b> 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
<b>Level 5</b> 13–16 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
<b>Level 4</b> 10–12 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
<b>Level 3</b> 7–9 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
<b>Level 2</b> 4–6 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
<b>Level 1</b> 1–3 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

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