



**GCE MARK SCHEME (LEGACY)**

**SUMMER 2016**

**HISTORY - UNIT HY4  
DEPTH STUDY 7  
THE FRENCH REVOLUTION, 1776-1795**

**1234/10**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

# HISTORY

## MARK SCHEME

### HY4

#### DEPTH STUDY 7

#### THE FRENCH REVOLUTION, 1776-1795

Distribution of marks within each level for each question, explaining the weighting for each assessment objective.

	AO1a	AO1b	Total
Level 1	1 mark	1-3 marks	4
Level 2	2-3 marks	4-11 marks	14
Level 3	4-6 marks	12-16 marks	22
Level 4	7-10 marks	17-22 marks	32
Level 5	11-12 marks	23-28 marks	40

### Marking guidance

#### Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

#### Quality of written communication

This issue is determined by the quality of written communication as described in the level descriptor in which the answer has been placed. Examiners should place the response at the appropriate sub-level. If the quality of the written communication descriptor is warranted, then the highest mark within that sub-level should be awarded.

## ASSESSMENT GRID

Target: AO1

Total mark: 40

Focus: *Recall, selection and deployment of appropriate historical knowledge; demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements about key concepts*

### Level 1

Generally at this level, the candidate's response will be brief and / or irrelevant to the question set. They may recall some historical knowledge and they will show some accuracy in spelling, punctuation and grammar

**Award 0 for incorrect or incomplete answers.**

Level 1	Assessment Objective 1(a)	Assessment Objective 1(b)
	<p>(1 mark)</p> <p>The candidate is able to recall some historical knowledge and there is some accuracy in spelling, punctuation and grammar.</p>	<p>(1-3 marks)</p> <p><b>Low Level 1: 1 mark</b></p> <p>The answer will be limited to generalised comments on the topic with little understanding of the concept set in the question and is generally irrelevant.</p> <p><b>High Level 1: 2 -3 marks</b></p> <p>The answer will be limited to some comments on the topic with little understanding of the concept set in the question.</p>

## Level 2

Generally at this level, candidates will show evidence of understanding in their explanation of the key concept set in the question. They will show evidence of understanding through limited analysis and explanation. They will offer some judgement about the key concepts. They will be able to recall, select and deploy some relevant historical knowledge appropriately. The candidates will convey meaning with some clarity and with appropriate vocabulary, although there may be errors in spelling, punctuation and grammar.

Level 2	Assessment Objective 1(a)	Assessment Objective 1(b)
	(2-3 marks)	(4-11 marks)
	<p><b>Low Level 2: 2 marks</b></p> <p>The candidate is able to recall, select and deploy some general knowledge of the period with some appropriate vocabulary, spelling, punctuation and grammar.</p> <p><b>High Level 2: 3 marks</b></p> <p>The candidate is able to recall, select and deploy general knowledge of the key issues in the period set with mostly appropriate vocabulary, spelling, punctuation and grammar.</p>	<p><b>Low Level 2: 4-7 marks</b></p> <p>The answer will begin to show some evidence of limited understanding and explanation of factors. It will offer some comments about the relationships between the key issues and features of the historical period. The answer will be generally focussed on the topic area and has some basic explanation of something in the question; these answers may well be a narrative account with little attempt to provide a judgement on the question set.</p> <p><b>High Level 2: 8-11 marks</b></p> <p>The answer will begin to focus on the set question and will show some limited analysis and explanation of the concept set in the question. It will offer some judgement about the relationship between the key historical features and characteristics in relation to the question set. The answer will be relevant and valid but with a weak or sketchy focus on the key concept in the question; a largely topic based response with little specific judgement offered on the question set.</p>

## Level 3

Generally at this level, candidates will show evidence of understanding through analysis and explanation. They will reach a judgement about the key concepts supported by the arguments they deploy. Candidates will recall, select and deploy relevant historical knowledge and will convey meaning clearly and with appropriate vocabulary, organisation and spelling, punctuation and grammar.

Level 3	Assessment Objective 1(a)	Assessment Objective 1(b)
	(4-6 marks)	(12-16 marks)
	<p><b>Low Level 3: 4 marks</b></p> <p>The candidate is able to recall, select and deploy some relevant historical knowledge with some appropriate vocabulary, spelling, punctuation and grammar.</p> <p><b>Mid Level 3: 5 marks</b></p> <p>The candidate is able to recall, select and deploy some relevant historical knowledge with reasonable organisation and with appropriate vocabulary, spelling, punctuation and grammar.</p>	<p><b>Low Level 3: 12 marks</b></p> <p>The answer has some focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer some valid discussion about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer may well be a largely narrative account but with some attempt to provide a judgement on the question set. The judgement, though present at some point in the response, tends not to be supported by the argument being made though it may well have factual support.</p> <p><b>Mid Level 3: 13-14 marks</b></p> <p>The answer has an appropriate focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid discussion about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer may well contain some narrative but there will be an attempt to provide supporting arguments to reach a judgement on the question set. The judgement, though present at some point in the response, tends to be partially supported by the argument being made in the response. The responses may follow a listing approach but there will be some focus and judgement on the key concept in the question set.</p>

	<p><b>High Level 3: 6 marks</b></p> <p>The candidate is able to recall, select and deploy generally relevant historical knowledge and the response will be clearly expressed with appropriate language and structure and appropriate spelling, punctuation and grammar.</p>	<p><b>High Level 3: 15-16 marks</b></p> <p>The answer has a clear focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid and broadly balanced discussion about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer may well contain some narrative but there will be an attempt to provide supporting arguments to reach a broadly balanced judgement on the question set. The judgement, though present at some point in the response, is generally supported by the argument being made in the response. These responses may well discuss the key issue in the question set when coming to a judgement by considering factors for and against, often as two half essays.</p>
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## Level 4

Generally for this level, candidates will show understanding through analysis and explanation to reach a substantiated and mostly sustained judgement about the key concepts. They will recall, select and deploy accurate, relevant and precise historical knowledge. Candidates will communicate accurately and fluently with appropriate spelling, punctuation and grammar.

Level 4	Assessment Objective 1(a)	Assessment Objective 1(b)
	(7-10 marks)	(17-22 marks)
	<p><b>Low Level 4: 7 marks</b></p> <p>The candidate is able to recall, select and deploy mostly accurate, relevant and precise historical knowledge; the answer shows organisation, appropriate language and structure and appropriate spelling, punctuation and grammar.</p> <p><b>Mid Level 4: 8 marks</b></p> <p>The candidate is able to recall, select and deploy mostly accurate, relevant and precise historical knowledge; the answer communicates clearly with appropriate language and structure and appropriate spelling, punctuation and grammar.</p>	<p><b>Low Level 4: 17-18 marks</b></p> <p>The answer has a focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid and meaningful discussion about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer will include specific supporting arguments to reach a substantiated judgement on the question set so that the judgement is substantially supported by the arguments being made in the response. These responses will demonstrate valid analysis and explanation of the key issues to reach a substantiated judgement regarding the key concepts though there may be some lack of focus in sustaining the judgement.</p> <p><b>Mid Level 4: 19-20 marks</b></p> <p>The answer has a focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid and balanced discussion about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer will include specific supporting arguments to reach a substantiated and sustained judgement on the question set. The judgement is substantially supported by the arguments being made in the response. These responses will demonstrate valid analysis and explanation of the key issues to reach a substantiated and sustained judgement regarding the key concepts.</p>



	<p><b>High Level 4: 9-10 marks</b></p> <p>The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge; the answer communicates accurately, clearly and fluently, using appropriate language and structure, using spelling, punctuation and grammar generally with a high degree of accuracy.</p>	<p><b>High Level 4: 21-22 marks</b></p> <p>The answer has a focus on the key concept in the question set and is able to show evidence of a thorough understanding by valid analysis and explanation. The candidate is able to offer a valid and balanced discussion about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer will include specific supporting arguments to reach a substantiated and sustained judgement on the question set. The judgement is substantially supported by the arguments being made in the response. These responses will demonstrate valid analysis and explanation of the key issues to reach a substantiated, supported and sustained judgement regarding the key concepts.</p>
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## Level 5

Generally for this level, candidates will show understanding through analysis and explanation to reach a substantiated and fully sustained judgement about the key concepts. They will recall, select and deploy accurate, relevant and precise historical knowledge. Candidates will communicate accurately and fluently using appropriate language and structure, and using spelling, punctuation and grammar with a high degree of accuracy

Level 5	Assessment Objective 1(a)	Assessment Objective 1(b)
	(11-12 marks)	(23-28 marks)
	<p><b>Low Level 5: 11 marks</b></p> <p>The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge. Answers will be fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar, and showing appropriate language and structure.</p> <p><b>High Level 5: 12 marks</b></p> <p>The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge is recalled, selected and deployed. Answers will be lucid and coherent, fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar and demonstrating appropriate language and structure.</p>	<p><b>Low Level 5: 23-25 marks</b></p> <p>The answer has throughout a specific focus on discussing the key concepts in the question set. The answer will include supporting arguments covering most of the period set in the question. Understanding is further shown through well focussed analysis and evaluation of the key features and characteristics of the historical period which leads to a substantiated, sustained and integrated judgement regarding the key concepts such as causation, consequence, continuity, change and significance.</p> <p><b>High Level 5: 26-28 marks</b></p> <p>The answer sustains a specific focus on discussing the key concepts in the question set. The answer will include supporting arguments covering the whole of the period set in the question. Understanding is further shown through well focussed analysis and evaluation of the key features and characteristics of the historical period which leads to a substantiated, sustained and integrated judgement regarding the key concepts such as causation, consequence, continuity, change and significance.</p>

## INDICATIVE CONTENT FOR QUESTION 1

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

### **‘Robespierre was mainly concerned with the fulfilment of his personal ambition for power.’ How far do you agree with this judgment of Robespierre during the Terror?**

Candidates are expected to consider and debate, over and within the given period, the full range of issues that affected the key concept in the question – in this case, that Robespierre was mainly concerned with the fulfilment of his personal ambition for power. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of whether Robespierre was mainly concerned with the fulfilment of his personal ambition for power, in the context of other aims which were important. In order to reach a substantiated judgement about Robespierre and his aims, candidates may consider and debate a range of issues such as:

- the relationship between the key characteristics of the Terror during the revolution
- the crisis facing the Republic in the spring of 1793
- Robespierre's values and ideals within the context of the threats posed to the Republic in the spring of 1793
- consideration of how his approach to politics could conceivably be interpreted as the personal pursuit of power – arguments to support this might focus on his dominant position on the CPS and his role in driving through the Cult of the Supreme Being.
- consideration of how Robespierre's ideals were also linked to political goals such as establishing the principle of popular sovereignty and the republic of virtue
- the pursuit of other goals such as support for the Ventose decrees would suggest another ideal – that of wealth redistribution, counter to the view in the question
- while Robespierre's critics were keen to suggest his ruthless approach to power, his supporters were, until the summer of 1794, keen to accept the benefits of his policies within the context of a Republic built on democratic ideals.

## INDICATIVE CONTENT FOR QUESTION 2

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

### **'The nationalisation of Church land was the most significant development to affect the Catholic Church during the French Revolution.' Discuss.**

Candidates are expected to consider and debate, over and within the given period, the full range of issues that affected the key concept in the question – in this case, the impact of the French Revolution on the Catholic Church. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the nationalisation of Church land in the context of other developments affecting the Catholic Church which were significant during the Revolution. In order to reach a substantiated judgement about the most significant development affecting the Catholic Church in this period, candidates may consider and debate a range of issues such as:

- the relationship between the key characteristics influencing the Catholic Church during the revolution
- the extent to which there was continuity as well as change in the church during and over this period
- this was an attempt by the National Assembly to deal with the financial crisis facing the country. The sums involved were vast and allied with the loss of the tithe can be considered to have had a major impact on the church in this context it was a significant development
- as the work of the National Assembly evolved other policies relating to the Catholic Church were rolled out which arguably had a greater impact upon its status and integrity.
- the removal of the wealth of the church when its lands were nationalised in November 1789, followed by the loss of the tithe income undermined its financial integrity and independence and made it reliant on the state
- the introduction of the Civil Constitution of the Clergy had significant ramifications for the Catholic Church. These need to be considered in detail alongside the Clerical Oath. Both these reforms brought the issue of the church to the forefront of the revolution in that they compelled not only the church but French people to make choices many would not have wanted to make. The result was a schism
- during the Jacobin Republic it can be argued that the assault on the church escalated. Many extreme Jacobins embarked on to a policy of de-christianisation which was potentially the most significant threat to the church since it sought its elimination both physical and spiritual from France
- the policy of de-christianisation was bold and radical its impact was largely confined to the excesses of Year II and urban areas. The majority of the population lived in rural areas where the other changes were felt more profoundly
- the CCC forced French people to make choices they would otherwise have hoped to avoid. This was given legitimacy in the Clerical Oath. Divisions now became polarised for the first time.