



General Certificate of Education

AS History 1041

Unit 1: HIS1F

France in Revolution, 1774–1815

Mark Scheme

2009 examination - June series

This mark scheme uses the [new numbering system](#) which is being introduced for examinations from June 2010

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 operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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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)

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

Specimen Mark Scheme for examinations in June 2010 onwards

GCE AS History Unit 1: Change and Consolidation

HIS1F: France in Revolution, 1774–1815

Question 1

- 01** Explain why the Civil Constitution of the Clergy provoked opposition within France in the years 1790 to 1791. (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- 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. **1-2**
- 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**

Indicative content

Answers should include a range of reasons as to why the Civil Constitution of the Clergy provoked opposition within France in the years 1790 to 1791.

Candidates might include some of the following factors:

- the Civil Constitution abolished some church abuses (e.g. pluralism, absenteeism) tithes, annates and the don gratuity, and confirmed arrangements already put in place whereby church property was nationalised and monastic vows were forbidden. This provoked opposition from clerics who resented loss of privileges and from those who were loyal to the Papacy (particularly after the Pope condemned the constitution in April 1791)

- there was opposition to the new principle of election. whereby Bishops and priests were to be elected locally (and Catholic Bishops might be elected by Protestants or Jews). The authority of the Pope over the appointment of clergy was reduced to the right to be informed of election results – again provoking the hostility of loyal Catholics
- the reorganisation of the Church to match the structure of the state – for example reducing the number of bishops to 83 and reducing the number of other clerical posts was opposed by some clergy and their followers
- some clerics were uneasy about the novelty of the arrangements, the failure of the National Assembly to allow them to discuss changes in a national Synod, and their new status as salaried officials of the state
- in November 1790 an oath was introduced, whereby the clergy were required to swear to uphold the constitution – only 7 Bishops and 55% of clergy were prepared to do so, and more retracted after the Pope declared against the constitution, becoming staunch opponents of the change
- Conservative peasants in the provinces feared an attempt to change their beliefs, and joined refractory priests in opposition.

To reach higher levels, candidates will need to show the interrelationship of the reasons given, for example they might claim the introduction of the oath was the most important factor in provoking opposition or they might claim that the papal condemnation of the Civil Constitution was the final spark which brought about outright opposition within France.

Question 1

- 02** How successful was the National (Constituent) Assembly of 1789 to September 1791 in its attempts to reform French government and society? (24 marks)

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

Generic Mark Scheme

Nothing written worthy of credit. **0**

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. **1-6**

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**

Indicative content

Candidates should be able to make a judgement by balancing points which suggest the attempts to reform French government and society were successful against others which do not.

Factors suggesting that attempts to reform French government and society by the National (Constituent) Assembly of 1789 to September 1791 were successful might include:

- the administrative reforms which restructured France into a unified system of départements in an attempt to remove the administrative chaos of the ancien régime
- the introduction of the principle of democracy at all levels by the extension of the franchise (to 'active citizens')
- the reform of the taxation system by the abolition of most indirect taxation, the removal of exemptions and the introduction in 1791 of three new direct taxes. Overall the peasants paid less and the system was more just
- Increased wealth from the sale of Church lands and the seizure of émigré property
- economic reforms and the abolition of internal tariffs which encouraged free trade
- reforms of the legal system bringing greater uniformity. Justice was made free, fair and available to all, torture, branding and hanging forbidden, and juries introduced in criminal cases, bringing fairer and cheaper justice
- reform of the Church to remove the old abuses, such as pluralism, and to make the Church subservient to the State
- the removal of the old hierarchical structure permitted 'careers open to talents'.

Factors suggesting that attempts to reform the French government and society were not successful might include:

- the democracy that was introduced was only indirect. There was no manhood suffrage and the introduction of the passive/active citizenship distinction left almost a quarter of all adult males, and all women, with no voting rights. The qualification for office was also high. This left the politically-minded lower classes, e.g. the *sans-culottes* in Paris resentful that they had gained so little
- the constitutional arrangements, whereby the country was to become a constitutional monarchy were never to work effectively since Louis XVI betrayed the deputies' trust by his flight to Varennes even before the new governmental system could be launched, leaving the king with a 4 year suspensive veto, was to allow him too much power
- there were not always enough men of sufficient standing to fill vacancies in local government – particularly in rural areas
- financial problems persisted and the expedient of selling off Church land proved only short-term, while the assignats led to inflation, economic disorder and unrest

- socially, divisions remained, exacerbated by the active/passive distinction, and it was still hard for a 'have-not' to rise. Collective bargaining, picketing and strikes remained illegal and little was done to help the poor.

Good answers are likely to show awareness that many of the reforms of the National (Constituent) Assembly led to improvements in administration and government, but that social change was less easy to accomplish. The desire to keep power in the hands of a minority may be deemed responsible for some of the 'failures' and may have led, at least in part, to the excesses of the Terror.

Question 2

03 Explain why the September Massacres broke out in 1792. (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

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. **1-2**

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**

Indicative content

Answers should include a range of reasons as to why the September Massacres broke out in 1792.

Candidates might include some of the following factors:

- the September Massacres were a response to military defeats. The Prussians were on French soil and had reached Verdun by September – the last fortress before Paris
- Lafayette had defected to the Austrians, breeding suspicion and fear
- many nobles, royalists and priests had been rounded up as counter-revolutionaries and packed in the Paris gaols, where security was lax – and there was fear of a mass break-out
- following the King's own treachery, there was fear that counter-revolutionaries from the gaols would try help the Prussians attack Paris
- Marat – a leader in the Paris Commune – called for the 'conspirators' to be killed and helped rouse the *sans-culottes*
- the *sans-culottes* had considerable power as a radical and discontented mob (mainly passive citizens) who felt the revolution had not gone far enough to help the 'ordinary people' and had already shown their power in their 'journées'
- the Septembrists were paid to carry out the massacres by the Commune.

To reach the higher levels, candidates will need to show the interrelationship of the reasons given, for example, they might explain how the conduct of the war and France's failures in it were the most important factor in causing the panic which led to the massacres or they might argue how the sans-culottes wanted to push the revolution forward and show their power and how Marat's calls acted as the spark to inflame their passions.

Question 2

- 04** How successful was the Terror in responding to counter-revolution within France by July 1794? (24 marks)

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

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- 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. **1-6**
- 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**

Indicative content

Candidates should be able to make a judgement by balancing points which suggest that the Terror was successful in responding to counter-revolution, against others which do not.

Factors suggesting the success of the Terror in responding to counter-revolution might include:

- the establishment of the Committee of Public Safety and Committee of General Security which successfully co-ordinated attempts to root out counter-revolution through spies and a secret police force
- the creation of the armées révolutionnaires which confronted counter-revolutionary activity and organised the defence of the Republic. Local watch committees and the representatives on mission also ensured that opponents of the regime were discovered and prosecuted
- the passing of the Law of Suspects (September 1793) enabled counter-revolutionaries to be imprisoned indefinitely or brought before the Revolutionary Tribunal. By law of June 1794, the Paris Tribunal could condemn to death without appeal – and successfully did so at the rate of over 1000 a month in the summer of 1794
- the counter-revolutionary revolt in the Vendée was crushed and the countryside laid waste
- the federal revolts in places such as Marseilles, Lyons and Toulon were halted and the representatives-on-mission, ruthless in their punishments, so deterring future rebellion
- the ‘economic terror’ and the passing of laws such as the General Maximum in 1793 helped reduce inflation and lessen the economic distress which was aiding counter-revolutionary feeling
- France’s success in the prosecution of total war against enemies (Austrians defeated at Fleurus in 1794) was only possible because of the success in curbing counter-revolution at home.

Factors suggesting the failure of the Terror to respond successfully to counter-revolution might include:

- the counter-revolutionary reaction to the loss of life; the alienation of Catholics by the de-christianisation campaign; the methods of the Terror, such as the guillotins and the noyades which increased opposition
- the continuation of counter-revolution after the end of the Terror – e.g. the Chouans in Brittany, troubles in Nimes, Lyons and other cities and the return of emigres and emigree support to counter-revolutionary activities
- the “White Terror” especially in Paris where youths (jeunesse dorée and muscadins) exacted vengeance on the *sans-culottes*
- the return of royalists, who were elected in large numbers during the Directory.

Good answers are likely to show an awareness that the so-called ‘success’ of the Terror in responding to counter-revolution came at a price, and that while it was largely successful in halting the immediate troubles of 1793–1794, e.g. in the Vendée, its continuation merely increased the number branded counter-revolutionary. Consequently, it never succeeded in eliminating counter-revolution and its failure can be seen from the reaction after it ended.

Question 3

05 Explain why the Consulate was established in 1799. (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

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. **1-2**

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**

Indicative content

Answers should include a range of reasons as to why the Consulate was established in 1799. Candidates might include some of the following factors:

- the Directory had failed to create stability, partly due to the Constitution of the Year III, with its annual elections, complicated system of councils and Directors and no provisions for settling disputes between the executive and the legislative
- the Directory had lost the respect of the voters in taking unconstitutional action to maintain a non-Jacobin/royalist majority in the councils. The directors interfered with electoral results during Fructidor 1797 and Floréal 1798
- the Directory had resorted to reliance on the army to settle political disputes – giving the army more power and the governmental system less credibility
- those who might have supported the Directory, such as owners of the biens nationaux and the wealthy notables, were alienated by its policies, in particular the discontinuance of the assignats and the loss in value of government rentes (investments) and the new currency
- there was a general apathy towards the Directory and a desire to see an end to war
- there was a fear of the return of Terror, particularly after the renewal of Jacobin activity
- the directors, Sieyes and Ducos were responsible in conceiving the plot which brought the Directory to an end in Brumaire November 1799

- Napoleon Bonaparte was responsible in supporting that plot and putting pressure on the Councils, forcing them to accept a change of government
- it was a consulate because initially Sieyes, and Ducos joined Napoleon as Consuls.

To reach the higher levels, candidates will need to show the interrelationship of the reasons given, for example, they might suggest that the establishment of the Consulate was primarily the result of Napoleon's ambition or, conversely, they may emphasise the primacy of the Directory's weaknesses. Another way of showing linkage would be to point to the plot or Napoleon's return from Egypt as the spark to change building on a number of longer-term or general factors.

Question 3

- 06** How successful was Napoleon in providing stable government within France in the years 1801 to 1814? (24 marks)

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

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- 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. **1-6**
- 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**

Indicative content

Candidates should be able to make a judgement by balancing points, which suggest that Napoleon was successful in providing stable government within France in the years 1801 to 1814 against others which do not.

Factors suggesting Napoleon's success in providing stable government within France might include:

- Napoleon's own position at the head of government with hereditary rights, supported by plebiscites and backed by a propaganda machine which was able to glorify Napoleon and the victories of French armies
- Napoleon's personal rule including the use of honours and his adoption of a court to create a stable and supportive elite
- the measures taken to ensure the continuing support of the owners of the biens nationaux (helped by Concordat whereby the permanent loss of Church lands was accepted)
- education reforms including the imperial catechism which encouraged loyalty
- religious policies, including the Concordat with the Pope, which healed internal division and ensured religious support for the state
- the centralisation of state control using prefects to maintain order
- the use of repression (including the secret police) and censorship to remove opposition and maintain unity
- the use of the army to crush rebellions, e.g. the Chouans in Brittany in 1800
- the reform of the legal system which simplified French law and set up new courts for political crimes
- reform of taxation and the economy – the use of government bonds to raise money – the help of an economic upturn and war-time plunder, kept prices stable to c1806.

Factors suggesting Napoleon's failure provide stable government might include:

- the reliance of Napoleon's system of government on compulsion, intimidation and indoctrination and repression suggests the apparent stability lacked foundations
- there was instability in government in the period 1801–1814 when a series of royalist plots culminated in affair of the duc d'Enghien.
- the French economy was not as stable as it appeared and deteriorated after 1806 as military expenditure began to outstrip income. Inflation, unemployment, debt and the collapse of banks and businesses and rising bread prices created a good deal of instability 1810–1814
- Napoleon's continental system caused economic disruption, for example, the Atlantic trading areas and ship building industry were hit badly, making them unstable areas
- reversals in war, especially in 1814, weakened the political stability.

Good answers are likely to suggest that while Napoleon appeared successful in providing stable government for most of his time in power, that stability was quite fragile and only maintained through a dictatorship and police state.