GCE

History A

Y243/01: Non-British period study: The French Revolution and the rule of Napoleon 1774-1815

AS Level

Mark Scheme for June 2025

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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
RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM 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 available in RM Assessor

3. Log-in to RM Assessor and mark the **required number** of practice responses ("scripts") and the **required number** of standardisation responses.

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 RM Assessor 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 RM Assessor 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. There is a NR (**No Response**) option. Award NR (No Response):

- if there is nothing written at all in the answer space
- OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
- OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

8. The RM Assessor **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.**

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

Question			Answer	Mark	Guidance
1*			**Assess the reasons for Robespierre's rise to power.** **Answers might argue political support for Robespierre was the most important issue,** • Answers might consider that his support for the purity of the revolution won him the support of the sans-culottes who saw him as the defender of the Revolution. • Answers might consider his dominance of the influential Jacobin club, aided by his oratory • Answers might consider that he was seen as incorruptible • Answers might consider that he became leader of the Montagnard faction and they defeated the less extreme Girondins • Answers might consider he gained support because he wanted to control bread prices • Answers might consider Robespierre became the key figure on the CPS **Answers might argue other factors were more important** • Answers might consider the changing situation in France with military defeat by foreign forces • Answers might consider the political crisis within France and civil war with the federal revolt • Answers might consider the severe economic problems and anti-republican opposition	30	**<u>Neither significance nor relative importance are attributed to the features listed.</u>** 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. • No set answer is expected. • At Level 5 there will be a judgement as to the most important reason. • At Level 5 answers might establish criteria against which to judge the importance of reasons. • To be valid, judgements must be supported by relevant and accurate material. If not, they are assertions. • 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 mark scheme.

Question			Answer	Mark	Guidance
			• Answers might consider the importance of the Journee of 2 June 1793 which led to the removal of a range of revolutionaries • Answers might consider the struggle for power between the Montagnards and Girondins and how it aided Robespierre • Answers might consider the trial of 21 Girondins and its impact on the political situation		

Question			Answer	Mark	Guidance
2*			**Assess the reasons for the success of the coup of Brumaire in 1799.** **Answers might argue the weakness of the Directory was the most important issue,** • Answers might consider the Directory reintroduced conscription with Jourdan's Law in September 1798 • Answers might consider the impact of the Second Coalition, which meant the Directory could not be funded by plunder • Answers might consider the Coup of Prairial in June 1799 • Answers might consider the impact of military defeats • Answers might consider that the Directory had become reliant on the use of force to maintain power • Answers might consider the reliance on censorship • Answers might consider the Law of Hostages of 1799 • Answers might consider that the Directory did not command enough support to be defended **Answers might argue that other factors were more important** • Answers might consider the role of Abbe Sieyes • Answers might consider the self-confidence of Napoleon and his appeal resulting from military success	**30**	The indicative content lists features of the period studied that relate to the question set. **<u>Neither significance nor relative importance are attributed to the features listed.</u>** 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. • No set answer is expected. • At Level 5 there will be a judgement as to the most important reason. • At Level 5 answers might establish criteria against which to judge the importance of factors. • To be valid, judgements must be supported by relevant and accurate material. If not, they are assertions. • 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 mark scheme.

Question			Answer	Mark	Guidance
			• Answers might consider the support for the plotters • Answers might consider the role of Lucien Bonaparte • Answers might consider the resignation of the five directors, including Sieyes and Ducos • Answers might consider that the coup did not provoke mass uprisings in Paris • Answers might consider the internal plotting and divisions between right and left • Answers might consider the impact of economic problems		

Question			Answer	Mark	Guidance
3			**'For the victory at Austerlitz alone, the view could be taken that Napoleon was a military genius.'** **M. Wells, The French Revolution and the rule of Napoleon, 1774-1815, published in 2018.** **Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.** The historical debate centres on the extent to which the victories of Napoleon were the result of his abilities or due to the context of warfare and the weakness of his enemies. In analysing and evaluating the strengths and weaknesses of the interpretation, answers might consider that Napoleon was able to understand the weaknesses of his enemies and exploit them and for that reason he should be seen as a military genius. Answers might consider how the statement highlights the victory at Austerlitz, where he was far from his supplies and outnumbered whereas other victories were less significant and over-emphasised by Napoleon. Answers might consider how far his victories were the result of other commanders or the fact he should not be seen as a genius because he was not an original military thinker. **In analysing and evaluating the strengths of the given interpretation,** answers might use knowledge and understanding of: • Napoleon was far from his supplies at Austerlitz and was outnumbered by Austrian and Prussian forces • Napoleon's enemies were on higher ground	**20**	The indicative content lists features of the period studied that relate to the question set. **<u>Neither significance nor relative importance are attributed to the features listed.</u>** 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. • No set answer is expected. • Candidates must use their knowledge and understanding of the historical context and the wider historical debate surrounding the issue to analyse and evaluate the given interpretation. • Candidates must refer to at least one other interpretation. • The quality of analysis and evaluation of the interpretations should be considered when assigning answers to a level, not the quantity of other interpretations used in the answer. • Other interpretations considered as part of evaluation and analysis do not need to be attributed to specific named historians, but they must be recognisable historical interpretations, rather than the candidate's own viewpoint. • Answers may include more on strengths or more on limitations and there is no requirement for a 50/50 split in the evaluation, however for level 5 there should be well supported evaluation of both and for level 4 supported evaluation of both, in line with levels descriptors. • Candidates are not required to construct their own interpretation.

Question			Answer	Mark	Guidance
			• Napoleon's ability to lure the enemy by a supposed weak French force on the right on the south of the line • Napoleon's ability to split the enemy forces • The scale of casualties on the two sides • Napoleon's ability to adapt his plans • Napoleon's ability to inspire personal devotion from his troops • The organisation of the army and the aggressive tactics which allowed him to move forces quickly **In analysing and evaluating the weaknesses of the given interpretation,** answers might use knowledge and understanding of • The squabbling and uncertainty among Russian and Austrian commanders including two Emperors who were unable to take advantage of the situation • At Austerlitz the Russians fell for Napoleon's trap to commit forces against his weak right-wing • The unoriginality of his military thinking and that he relied on adapting techniques and plans of others • His record after 1807 was less successful • Prussia, Russia and Austria all turned against him even after defeats in 1805-7 • Napoleon's failure at sea • Napoleon exaggerated some of his successes, such as the victory at Marengo • Napoleon turned defeat in Egypt into a propaganda success		

Question			Answer	Mark	Guidance
			Other interpretations that might be used in evaluation of the given interpretation are: • His victories were due to the weakness of his enemies, the superior forces against him were hampered by a failure of co-ordination • The armies Napoleon faced lacked good artillery • Opponents' tactics were out-dated • Napoleon made serious mistakes and had to be rescued by others, at Jena it was Davout who saved him • Strategic manoeuvres were not always a success as at Eylau • The conditions of early nineteenth century warfare did not lend themselves to grand strategic plans – communications, weapons, maps, disease, medical facilities • Argument that Napoleon 'blundered to glory'		

APPENDIX 1 – this contains a generic mark scheme grid

	AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.
	Generic mark scheme for Section A, Questions 1 and 2: Essay [30]
Level 5 25–30 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
Level 4 19–24 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.
Level 3 13–18 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.
Level 2 7–12 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.
Level 1 1–6 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.

	AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.
	Generic mark scheme for Section B, Question 3: Interpretation [20]
Level 5 17–20 marks	The answer has a very good analysis of the interpretation. It uses detailed and relevant knowledge of the historical context and shows thorough understanding of the wider historical debate, in the form of detailed examination of other interpretations, in order to produce a well-supported evaluation of both the strengths and weaknesses of the given interpretation.
Level 4 13–16 marks	The answer has a good analysis of the interpretation. It uses relevant knowledge of the historical context and good understanding of the wider historical debate, in the form of examination of other interpretations, in order to produce a supported evaluation of both the strengths and weaknesses of the given interpretation.
Level 3 9–12 marks	The answer has a partial analysis of the interpretation. It uses some relevant knowledge of the historical context and shows partial understanding of the wider historical debate, in the form of reference to other interpretations, in order to evaluate the strengths and weaknesses of the given interpretation. The evaluation may be un-even with only limited treatment of either limitations or strengths, but both will be addressed.
Level 2 5–8 marks	The answer has a limited analysis of the interpretation. It uses generalised knowledge of the historical context and shows limited understanding of the wider historical debate, in the form of generalised reference to other interpretations, in order to produce a limited evaluation of the given interpretation. The evaluation may deal with either strengths or limitations in a very superficial way, or may only address limitations or strengths.
Level 1 1–4 marks	The answer has a very limited analysis of the interpretation which may be descriptive and relate more to the topic area than the detail of the interpretation. It uses very limited and generalised knowledge of the historical context and shows very limited or no understanding of the wider historical debate, with reference to other interpretations being implicit or lacking, in order to produce a very simplistic, asserted evaluation of the given interpretation.
0 marks	No evidence of understanding or reference to the interpretation.

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