



GCE

History A

**Y213/01: The French Revolution and the rule of Napoleon
1774-1815**

A Level

Mark Scheme for June 2023

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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).

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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
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - 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 |

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11. Annotations

| Annotation | Meaning of annotation |
|---|--|
| 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 |

12. Subject Specific Marking Instructions

| Question | Answer | Mark | Guidance |
|----------|---|------|--|
| 1 (a) | <p>Which of the following was of greater importance in the fall of Napoleon?</p> <p>(i) Napoleon’s personal failings (ii) Napoleon’s rule in France after 1807</p> <p>Explain your answer with reference to (i) and (ii).</p> <ul style="list-style-type: none"> • In dealing with Napoleon’s personal failings answers might consider his obstinacy and failure to accept reality. • He ignored warnings against invading Spain. • He did not consider the problems of invading Russia • He was unwilling to accept peace terms in 1813 • Lapses of judgement meant he lost the support of advisers. • In dealing with Napoleon’s rule in France answers might consider the desire for peace and unwillingness to rise to defend the ‘<i>patrie</i>’. • Loss of life in fighting with the death of 900,000 and the financial costs of the war that created war weariness. • The conspiracies, particularly of 1814 prevented the effective defence of Paris. • The loss of the political support of the Senate • High taxation and economic problems caused by the Continental System | 10 | <p>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></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"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • 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. • 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. |

| Question | Answer | Mark | Guidance |
|----------|---|------|---|
| 1 (b)* | <p>To what extent was Napoleon’s Empire in France a police state?</p> <p>In arguing that the Empire was a police state, answers might consider,</p> <ul style="list-style-type: none"> • The scale of press censorship, so that by 1811 there were just 4 Parisian newspapers each with its own censor • The scale of press censorship in the provinces • The establishment of a secret police and informers • The role of gendarmes, with 18,000 throughout France by 1810, with Fouché submitting reports on his department daily to Napoleon • His system of surveillance was more developed than in other parts of Europe • Restrictions on individual liberty of thought • The control over judges • The role of prefects and sub prefects • The policing of the labour force, the use of livrets <p>In arguing that the Empire was not a police state, answers might consider,</p> <ul style="list-style-type: none"> • The scale of repression was not enough for Napoleon to rely on it to retain power • The policing of the book trade was only | 20 | <p>The indicative content lists features of the period studied that relate to the question set.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></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"> • No set answer is expected. • At higher levels candidates will focus on reasons for the establishment of the regime but at Level 4 may simply list a range of factors. • At Level 5 there will be judgement as to relative significance of a range of factors. • At higher levels candidates might establish criteria against which to judge achievement. • To be valid judgements, claims must be supported by accurate and relevant 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 the descriptions in the levels mark scheme. |

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| | | <p>systematized in 1810-11</p> <ul style="list-style-type: none"> • The effectiveness of the censorship of literature, theatres and newspapers • The sensitivity of the regime to public criticism • The number of political prisoners was limited • The limited budget of some branches of the secret police • The description of it as a 'security state' • Appreciation of the more liberal features of the regime | | |
|--|--|---|--|--|

| Question | Answer | Mark | Guidance |
|----------|--|------|--|
| 2 (a) | <p>Which of the following was more important in the fall of Robespierre?</p> <p>(i) The loss of the support of the sans-culottes</p> <p>(ii) Robespierre's policies</p> <p>Explain your answer with reference to (i) and (ii).</p> <p>In dealing with the loss of support among the sans-culottes answers might consider the execution of the Hebertists.</p> <ul style="list-style-type: none"> • The end of direct democracy in the Sections. • The raising of the Maximum on prices, which led to inflation and the imposing of the Maximum on wages, which threatened wage reductions. • The attitude of the sans-culottes towards terror • Concern of the sans-culottes towards Robespierre's religious policy and their belief in dechristianisation • Lack of mass sans-culottes support during the | 10 | <p>The indicative content lists features of the period studied that relate to the question set.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></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"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • 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. • 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. |

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| | | <p>Thermidor crisis</p> <p>In dealing with Robespierre's policies answers might consider that he was becoming too extreme, particularly as the French armies were no longer under threat</p> <ul style="list-style-type: none"> • His role as high priest of the Cult of the Supreme Being seemed eccentric • The lack of support for the new civic religion. • The anger among Catholics as it ignored Catholic doctrine, ceremonial and the Pope. • Anti-clericals believed it was the first step to the restoration of Catholicism. • Moderates and extremists believed he was becoming a dictator • The acceleration of the Terror after the Law of 22nd Prairial | | |
|--|--|---|--|--|

| Question | Answer | Mark | Guidance |
|----------|--------|------|---|
| 2 | (b)* | 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><u>Neither significance nor relative importance are attributed to the features listed.</u></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"> • No set answer is expected. • At higher levels candidates will focus on consequences of Napoleon's rule but at Level 4 may simply list a range of |

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| | | <p>liberty, freedom and equality</p> <ul style="list-style-type: none"> • Answers might consider the impact of the ideas of Montesquieu, Rousseau and Voltaire in discussing how social and political institutions might be reformed • Answers might consider the impact of the philosophes through stories and plays, spreading ideas to a wider audience • Answers might consider the impact of French soldiers fighting in America for Enlightenment ideals • Answers might consider the impact of the Enlightenment and the American Revolution on the political crisis, 1787-89 <p>In arguing other factors were more important,</p> <ul style="list-style-type: none"> • Answers might consider the impact of financial problems and the attempts to improve royal finances • Answers might consider the personal qualities of the monarch, Louis XVI • Answers might consider that financial problems revealed the weakness of the Crown, which was seen as extravagant • Answers might consider the social grievances, notably the unfair tax system and the privileges of the nobility and Church • Answers might consider peasant grievances • Answers might consider the economic problems of bad harvests, impact of population rise, land holding and urban discontent | | <p>consequences.</p> <ul style="list-style-type: none"> • At Level 5 there will be judgement as to the relative significance of a range of reasons. • At higher levels candidates might establish criteria against which to judge achievement. • To be valid judgements, claims must be supported by accurate and relevant 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 the descriptions in the levels mark scheme. |
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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> |
| | Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10] |
| Level 6 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. |
| Level 5 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. |
| Level 4 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. |
| Level 3 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. |
| Level 2 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. |
| Level 1 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. |

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| | <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> |
| | Generic mark scheme for Question 1(b) and Question 2(b): Essay [20] |
| Level 6 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. |
| Level 5 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. |
| Level 4 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. |
| Level 3 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. |
| Level 2 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. |
| Level 1 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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