



GCE

History A

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

A 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, email or via the RM Assessor messaging system.
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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

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.

Note: Award 0 marks – for an attempt that earns no credit (including copying out 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: 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

11. Annotations

Annotation	Meaning
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Provenance
	Simple comment
	Unclear
	View

Question		Answer	Mark	Guidance
1	(a)	Which of the following was a more important cause of the French Revolution? (i) The structure of the Ancien Regime (ii) The financial problems of France Explain your answer with reference to both (i) and (ii) In arguing that the structure of the Ancien Regime was more important: • Answers might consider the privileges of the First and Second Estates • Answers might consider the taxation burden associated with the estates • Answers might consider the nobles' exemption from military conscription • Answers might consider the alienation felt by many wealthy and well-educated bourgeoisie • Answers might consider the labour service the peasants did on roads • Answers might consider the billeting of soldiers on the peasantry In arguing the financial problems of France were more important: • Answers might consider the problem of debt due to the cost of foreign wars • Answers might consider the impact of the inefficient tax system • Answers might consider how the financial weakness led to accusations of royal extravagance	10	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 • 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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Question			Answer	Mark	Guidance
			• Answers might argue financial problems led to attempts to involve the nation in financial reforms, first by calling an Assembly of Notables and then the Estates General • Answers might consider the failure of reform policies • Answers might consider that by 1789 interest on debt was taking 51% of total spending		

Question			Answer	Mark	Guidance
1	(b)*		How successful was Napoleon as a military leader in the period from 1799 to 1807? In arguing that Napoleon was successful as a military leader: • Answers might consider the French victory at Marengo in 1800 • Answers might consider the victory over Austria at Ulm, particularly the rapid march from Boulogne • Answers might consider victory over Austria and Russia at Austerlitz, particularly his tactics at Austerlitz • Answers might consider Napoleon gained control of Northern Italy • Answers might consider Napoleon's military skills, such as living off the land, moving swiftly • Answers might consider Napoleon's inspirational leadership which allowed his weakened right flank to hold at Austerlitz • Answers might consider the success at Jena and Auerstadt • Answers might consider the successes at Eylau and Friedland which led to the Treaty of Tilsit with Russia and Prussia • Answers might consider the strength of the bond between Napoleon and his soldiers In arguing that Napoleon was not successful as a military leader:	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. • At higher levels candidates will focus on how successful, but at Level 4 may simply list successes and failures • At Level 5 there will be judgement as to how successful • At higher levels candidates might establish criteria against which to judge success • 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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Question			Answer	Mark	Guidance
			- Answers might consider that victory at Marengo was as much the result of Desaix's initiative - Answers might consider that it was only Moreau's victory at Hohenlinden that led Austria to negotiate in 1802 - Answers might consider Napoleon's failure to recapture the Caribbean colony of Saint-Domingue - Answers might consider Napoleon's defeat at Trafalgar which prevented the invasion of Britain - Answers might consider the importance of Davout at Jena - Answers might consider his success was due more to the weakness of his enemies, the weakness of coalitions, their poor artillery and tactics		

Question		Answer	Mark	Guidance
2	(a)	Which of the following was of greater importance in the overthrow of the French monarchy in 1792? (i) The military crisis (ii) The sans-culottes Explain your answer with reference to (i) and (ii) In arguing the military crisis was of greater importance: - Answers might consider the French army was not prepared for war, was poorly disciplined and saw desertions - Answers might consider over half the officers had emigrated and Lafayette defected to the Austrians - Answers might consider the impact of events in the Netherlands in 1792 - Answers might consider the impact of the Brunswick Manifesto - Answers might consider the invasion of northern France and fears that Paris would fall to the Prussians, particularly with the fall of Longwy - Answers might consider that treason and traitors, such as Marie Antoinette were blamed for defeats - Answers might consider the rumour of a military coup in favour of the King In arguing the sans culottes were of greater importance:	10	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 - 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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Question			Answer	Mark	Guidance
			• Answers might consider that the sans culottes wanted more extreme measures than the Legislative Assembly • Answers might consider their domination of Paris • Answers might consider that price rises and food shortages led to riots in 1792 and made the sans culottes more militant, seen in their occupying the royal palace and forcing Louis to wear the Red Cap of Liberty • Answers might consider the declaration of a state of emergency and the issuing of the decree, 'la patrie en danger', which led to the popular democracy of the sans culottes • Answers might consider the arrival of the federes in July 1792, bolstering the sans-culottes		

Question		Answer	Mark	Guidance
2	(b)*	How important was Britain's role in the defeat of Napoleon? In arguing that Britain's role was important: • Answers might consider the financial subsidies Britain gave to Napoleon's enemies • Answers might consider the role of British diplomacy in supporting the coalitions against Napoleon, particularly in holding the coalition together after 1812 • Answers might consider the importance of British naval power, this allowed pressure to be maintained against French trade and import of war supplies • Answers might consider the importance of the British victory at Trafalgar, which protected the Channel and inflicted damage on French trade and colonies • Answers might consider the role of British forces in the Peninsular War • Answers might consider the invasion of France by British forces in 1814 • Answers might consider the role of British forces at Waterloo In arguing that other factors were more important: • Answers might consider the impact of Napoleon's invasion of Russia in 1812	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. • At higher levels candidates will focus on how important but at Level 4 may simply list factors that led to Napoleon's defeat • At Level 5 there will be judgement as to the importance of Britain's role • At higher levels candidates might establish criteria against which to judge importance. • 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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Question			Answer	Mark	Guidance
			• Answers might consider the impact of the Continental System which brought Russia into the war in 1812 • Answers might consider the impact of the retreat from Moscow • Answers might consider the strength of the Sixth Coalition • Answers might consider the Failure of the Hundred Days campaign of 1815 • Answers might consider Napoleon's mistake of invading Spain in 1808 • Answers might consider the military reforms of the allies • Answers might consider the weakened nature of the French army after 1812 • Answers might consider the importance of pitched battles where numbers, rather than tactics, were important • Answers might consider Napoleon's personal decline		

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.

	<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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