



GCE

History A

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

Advanced GCE

Mark Scheme for November 2020

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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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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

Subject Specific Marking Instructions

Question			Answer/Indicative content	Mark	Guidance
1	(a)		<p>Which of the following of Napoleon's reforms during his consulate had the greatest impact on France?</p> <p>(i) Financial reforms (ii) Educational changes</p> <p>Explain your answer with reference to both (i) and (ii)</p> <ul style="list-style-type: none"> • In dealing with financial reforms it might be argued that they had the greatest impact as they brought much needed stability • Answers might suggest that the increase in revenue from indirect taxes was crucial as the Directory had been short of revenue. • Answers might suggest that the creation of the Bank of France was vital as it made the task of raising revenue easier • Answers might suggest the new currency gave France the soundest currency in Europe • Answers might suggest that the reforms avoided bankruptcies and honoured debts, paid official salaries and gave confidence • In dealing with Educational changes answers might suggest that the establishment of lycees replaced the ineffective system during the Convention • Answers might suggest that the system provided France with civil servants and army officers • Answers might suggest that the system helped to bind the nation together 	10	<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 'financial reforms and educational changes' • Answers may deal with each factor in turn, then compare them to reach a judgement, or may 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.

			<ul style="list-style-type: none"> Answers might suggest the government took direct control over the system and established 300 secondary schools 		
	(b)*		<p>Assess the reasons for political instability in France in the period from 1789 to 1794.</p> <ul style="list-style-type: none"> In arguing that the king was responsible for the instability it might be argued that he disliked the changes and was reluctant to accept a constitutional monarchy. Answers might consider how his attempt to flee Paris led to hostility towards the monarchy and further instability Answers might consider that the crushing of protest at the Champs de Mars created bitterness Answers might consider that the king did not accept the new constitution In arguing that there were other factors it might be argued that the development of radical ideas and clubs created instability Answers might consider the impact of economic distress Answers might consider the impact of war Answers might consider the role of counter revolutionaries Answers might consider the divisions between moderates and radicals Answers might consider the influence of Robespierre, his policy of total war and the terror in Paris and suppression of opposition in the provinces Answers might consider the influence of Paris and the mob 	20	<ul style="list-style-type: none"> No set answer is expected At higher levels candidates will focus on how successful but at level 4 may simply list factors. At Level 5 and above there will be judgement as to the reasons. At higher levels candidates might establish criteria against which to judge the reasons. To be valid judgements, claims must be supported by relevant and accurate facts. 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 levels mark scheme.

2	(a)	<p>Which of the following had the greatest impact on the decline and fall of Napoleon?</p> <p>(i) The war in Spain (ii) The Hundred Days campaign</p> <p>Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> • In dealing with the war in Spain answers might suggest that the invasion gave Britain the chance to make allies on the European mainland and encouraged British resistance • Answers might suggest that the nature of the war led to heavy casualties • Answers might suggest that the campaign allowed Wellington to build up a strong British army which would be crucial later • Answers might consider the damage the war did to Napoleon's reputation • Answers might consider the financial cost • Answers might consider that it did not prevent Napoleon from assembling the large force to invade Russia • In dealing with the Hundred Days answers might suggest that his defeat was always likely given the scale of forces against him and the fact the allies had become accustomed to co-operation • Answers might suggest that Napoleon had been unlikely to accept peace terms since 1813 and therefore it was unlikely that negotiations would succeed • Answers might suggest that the allies were bound to defend the legitimate monarch • Answers might suggest that there was little enthusiasm in France for further war 	10	<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 'war in Spain and the Hundred Days' • Answers may deal with each factor in turn, then compare them to reach a judgement, or may 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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			<ul style="list-style-type: none"> Answers might suggest that the return of Napoleon created insecurity in Europe and so the allies could not allow it. 		
	(b)*		<p>To what extent did Napoleon's government during the Consulate bring benefits to France?</p> <ul style="list-style-type: none"> In arguing he did bring benefits, answers might consider the financial stability Answers might consider that the collection of tax was improved and collection was fair and efficient Answers might consider the benefits of the ending of inflation and the creation of a stable currency Answers might consider the impact of the economic recovery Answers might consider the creation of 300 secondary schools Answers might consider the Concordat signed with the Papacy in 1801 Answers might consider the liberal elements of the Civil Code, property ownership, the abolition of feudalism, the removal of the privileges of the Church In arguing that the reforms did not benefit France, answers might argue that the constitutions were simply a cover for dictatorship, with the executive dominated by Napoleon Answers might consider that there was highly centralised control of local government Answers might consider how he reintroduced elements of court ritual 	20	<ul style="list-style-type: none"> No set answer is expected At higher levels candidates will focus on assessing to what extent but at level 4 may simply list reasons for and against the statement. At Level 5 and above there will be judgement as to what extent. At higher levels candidates might establish criteria against which to judge whether Napoleon brought benefit to France during the Consulate. To be valid judgements, claims must be supported by relevant and accurate facts. 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 levels mark scheme.

			<ul style="list-style-type: none">• Answers might consider the Civil Code as illiberal, permitting the reintroduction of slavery, the authority given to male heads of households, the position of women• Answers might consider the educational reforms benefitted only a few and did not follow the Enlightenment spirit		<ul style="list-style-type: none">•
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