



GCE

History A

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

Advanced GCE

Mark Scheme for Autumn 2021

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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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1. Annotations

Annotation	Meaning of annotation
	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

2. Subject Specific Marking Instructions

Question			Answer	Mark	Guidance
1	(a)		<p>Which was of greater importance in the downfall of the Napoleonic empire?</p> <p>(i) The war of the Sixth Coalition, 1813 -1814 (ii) The invasion of Russia in 1812 Explain your answer with reference to both (i) and (ii)</p> <ul style="list-style-type: none"> • In dealing with the war of the Sixth Coalition it might be argued that it brought together all the Great Powers • Answers might suggest that it gave the allies numerical superiority, seen at Leipzig. • Answers might suggest that the allies now agreed a formal alliance which converted a Coalition into the Quadruple Alliance • Answers might suggest the allies now agreed not to make a separate peace and to fight until Napoleon was defeated • In dealing with the invasion of Russia answers might consider that Alexander I was able to take Russian forces into North Germany • Answers might suggest that the campaign led to Austria deserting France • Answers might suggest that the invasion was highly costly in terms of men and money for France, but particularly horses and experienced men neither of which could be replaced • Answers might suggest that Napoleon's failure gave confidence to his enemies 	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 'the war of the Sixth Coalition' and 'the invasion of Russia.' • 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.

1	(b)*	<p>How important were economic problems in bringing about the French revolution?</p> <ul style="list-style-type: none"> • In arguing that economic problems were important it might be argued that there were a series of bad harvests in the 1780s and this led to high levels of unemployment • Answers might consider how food prices rose, notably bread, and that this impacted on demand for industrial goods, which dropped • Answers might consider that there were food riots in many urban centres • Answers might consider that food prices reached their peak at the same time as the Bastille was stormed • Answers might consider the impact of landowners trying to take over common land • Answers might consider the impact of rising rents on the peasantry • In arguing that that economic problems were less important it might be argued that economic grievances were not new • Answers might consider the impact of the Enlightenment • Answers might consider the impact of war, particularly in America, and link this to debts and the financial crisis • Answers might consider the grievances of the middle classes • Answers might consider the issue of taxation and privilege • Answers might consider noble dislike of royal power • Answers might consider the failure to bring about 	20	<ul style="list-style-type: none"> • No set answer is expected • At higher levels candidates will focus on the importance of economic problems but at level 4 may simply list factors. • At Level 5 and above there will be judgement as to importance. • At higher levels candidates might establish criteria against which to judge importance. • 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.
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2	(a)	<p>financial reform</p> <ul style="list-style-type: none"> • Answers might consider political developments between 1787 and 1789, particularly the calling of the Estates General <p>Which of the following was of greater importance in the success of Napoleon's military campaigns up to 1807?</p> <p>(i) Napoleon's leadership (ii) the creation of the Grand Armee Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> • In considering Napoleon's leadership answers might consider the bond between himself and his army • Answers might suggest that the appearance of paternal concern for his men was important • Answers might suggest that Napoleon was a military genius • Answers might consider his strategy, forcing enemies to over extend and dividing his forces • Answers might consider Napoleon's ability to adapt and his 'eye for the battlefield' • Answers might consider the success of his 1805 land campaigns, notably Austerlitz • In dealing with the creation of the Grand Armee answers might suggest that the spreading of revolutionary ideals inspired the army • Answers might suggest that the army was based on the strength of the whole nation • Answers might suggest that the organisation of the army into corps which were given specific roles in each campaign was crucial • Answers might suggest that Napoleon's direct 	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 'Napoleon's leadership' and 'the creation of the Grand Armee' • 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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2	(b)*	<p>control, which allowed unity of command was crucial</p> <ul style="list-style-type: none"> Answers might suggest that the development of new tactics and troop mobility, with forces living off the land was crucial <p>‘The impact of war was the most important reason for the overthrow of Louis XVI in 1792.’ How far do you agree?</p> <ul style="list-style-type: none"> In arguing that war was the most important factor, answers might consider the presence of émigré troops on the border and their impact on revolutionaries Answers might consider that early defeats in the war led to distrust of the king as officers urged peace talks Answers might consider the impact of the Queen passing military secrets to the Austrians Answers might consider Louis’ failure to support the Assembly’s security measures Answers might consider that Louis appeared to obstruct the work of the Assembly adding to his unpopularity Answers might consider Louis’ veto of a proposal to call in provincial troops to defend Paris Answers might consider the impact of the Brunswick Manifesto, this identified Louis with the enemy In arguing that war was not the most important reason for Louis XVI overthrow, answers might argue that the flight to Varennes as it showed the king could not be trusted 	20	<ul style="list-style-type: none"> No set answer is expected At higher levels candidates will focus on assessing the impact of but at level 4 may simply list reasons for Louis’ overthrow. At Level 5 and above there will be judgement as to impact. At higher levels candidates might establish criteria against which to judge whether war was the most important reason. 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.
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			<ul style="list-style-type: none"> • Answers might consider the impact of the theories of natural rights and popular sovereignty • Answers might consider Louis' failure to accept the Revolution and the idea of a constitutional monarchy • Answers might consider the impact of the development of political clubs and the associated radicalism • Answers might consider the failure of the Legislative Assembly • Answers might consider the impact of economic unrest • Answers might consider the actions of the National Guard and their call for an end to monarchy • Answers might consider events in Paris and the failure of the Assembly to restore order 		<ul style="list-style-type: none"> •
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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.

	<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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