



**GCE**

**History A**

**Y214/01: France 1814-1870**

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><b>Which of the following was of greater impact on France during Louis Napoleon's rule (1852 – 1870)?</b></p> <p><b>(i) Economic policies</b>  <b>(ii) Social policies</b>  <b>Explain your answer with reference to both (i) and (ii).</b></p> <ul style="list-style-type: none"> <li>• <b>In dealing with economic policies</b> it might be argued that the failure of Credit Mobilier was symptomatic of the regime</li> <li>• Answers might consider the impact of free trade policies</li> <li>• Answers might consider the economic impact of railway development</li> <li>• Answers might consider the lack of investment in agriculture and industry</li> <li>• <b>In dealing with social policies</b> answers might suggest that although there were high expectations given his concern for the welfare of ordinary people little was achieved.</li> <li>• Answers might suggest that some cities, notably Paris saw rebuilding</li> <li>• Answers might consider the social impact of railway building</li> <li>• Answers might consider the rights given to the founding of unions</li> </ul>	10	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• Judgement must be supported by relevant and accurate material.</li> <li>• Only credit material relevant to 'economic policies' and 'social policies'</li> <li>• 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.</li> <li>• 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.</li> </ul>

1	(b)*	<p><b>Assess the reasons why the Second Republic was short-lived.</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that weaknesses in Republicanism</b> was the main reason it might be argued republicanism had revolutionary overtones</li> <li>• <b>Answers might consider</b> how republicanism suggested economic, political and social turmoil</li> <li>• <b>Answers might consider</b> the attitudes of men of property and power to republicanism</li> <li>• <b>Answers might consider</b> that people had not voted for republicanism and there was only a minority of Republican deputies</li> <li>• <b>Answers might consider</b> that the Second republic had just been acclaimed in Paris</li> <li>• <b>In arguing that that there were other factors</b> it might be argued that it was the split between the Legitimists and Orleanists that had allowed the republic to emerge</li> <li>• <b>Answers might consider</b> the role of Louis Napoleon</li> <li>• <b>Answers might consider</b> the availability of alternatives</li> <li>• <b>Answers might consider</b> the strength of French conservatism</li> <li>• <b>Answers might consider</b> the importance of the electoral law of 1850 which reduced the electorate by 3 million voters</li> <li>• <b>Answers might consider</b> the fear of a return to 1848 and street violence</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At higher levels candidates will focus on assessment of reasons but at level 4 may simply list a range of factors.</li> <li>• At Level 5 and above there will be judgement as to the importance of the reasons.</li> <li>• At higher levels candidates might establish criteria against which to judge the reasons.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate facts. If not they are assertions.</li> <li>• 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.</li> </ul>
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2	(a)	<p><b>Which of the following had the greater impact on Louis Philippe and his government?</b></p> <p><b>(i) The Belgian revolution of 1830</b>  <b>(ii) Relations with Britain</b></p> <p><b>Explain your answer with reference to both (i) and (ii)</b></p> <ul style="list-style-type: none"> <li>• <b>In dealing with the Belgian revolution of 1830</b> answers might suggest that many French people wanted to annex Belgium</li> <li>• Answers might suggest that his failure to annex it lost support as he was seen as cautious</li> <li>• Answers might consider the impact of him working closely with Britain to secure Belgian independence</li> <li>• Answers might consider the refusal of Louis to allow his son to accept the throne</li> <li>• <b>In dealing with Relations with Britain</b> answers might suggest that Louis worked too closely with Britain, which was seen by many as the national enemy</li> <li>• Answers might consider his actions in Spain where he worked closely with Palmerston so as not to antagonise the British</li> <li>• Answers might consider the national humiliation that followed the Mehmet Ali affair as he was not willing to fight Britain</li> <li>• Answers might suggest that Louis appeared to sacrifice national honour to preserve peace</li> <li>• Answers might consider the improvement in relations when Peel was in office</li> <li>• Answers might consider the impact of the Spanish marriages</li> </ul>	10	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• Judgement must be supported by relevant and accurate material.</li> <li>• Only credit material relevant to 'Belgian revolution' and the 'Relations with Britain'</li> <li>• 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.</li> <li>• 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.</li> </ul>
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2	(b)*	<p><b>How far did Napoleon III achieve his aims in Italy?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing he did achieve his aims</b>, answers might consider that he did do something for Italy and helped the nationalist cause</li> <li>• <b>Answers might consider</b> that he helped Cavour drive the Austrians out of part of North Italy</li> <li>• <b>Answers might consider</b> the support given to Cavour at Plombieres and in war against Austria and in supporting nationalism</li> <li>• <b>Answers might consider</b> the gaining of Nice and Savoy for France</li> <li>• <b>Answers might consider</b> that he was able to weaken Austrian influence in Italy</li> <li>• <b>Answers might consider</b> the undermining of the Vienna settlement</li> <li>• <b>Answers might consider</b> the establishment of an Italian Confederation</li> <li>• <b>In arguing that he did not achieve his aims</b>, answers might consider his failure to gain Venetia for Italy</li> <li>• <b>Answers might consider</b> that he did not want southern Italy incorporated into an enlarged Piedmont</li> <li>• <b>Answers might consider</b> that Napoleon was forced to agree to a Piedmontese army invading the Papal States</li> <li>• <b>Answers might consider</b> his failure to create a Confederation under the Pope</li> <li>• <b>Answers might consider</b> the loss of Papal territory</li> <li>• <b>Answers might consider</b> his failure to please Catholics</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At higher levels candidates will focus on assessing to how far but at level 4 may simply list reasons for and against the statement.</li> <li>• At Level 5 and above there will be judgement as to how far.</li> <li>• At higher levels candidates might establish criteria against which to judge whether Napoleon achieved his aims</li> <li>• To be valid judgements, claims must be supported by relevant and accurate facts. If not they are assertions.</li> <li>• 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.</li> </ul>
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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>
	<b>Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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>
	<b>Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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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