



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2018

HISTORY - UNIT 2
DEPTH STUDY 6: FRANCE IN REVOLUTION,
c. 1774-1815

PART 1: FRANCE: THE CAUSES AND COURSE OF
REVOLUTION, c. 1774-1792

2100U60-1

INTRODUCTION

This marking scheme was used by WJEC for the 2018 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

UNIT 2

DEPTH STUDY 6

FRANCE IN REVOLUTION, c.1774-1815

PART 1: FRANCE: THE CAUSES AND COURSE OF REVOLUTION c.1774-1792

MARK SCHEME

Marking guidance for examiners for Question 1

Summary of assessment objectives for Question 1

Question 1 assesses assessment objective 2. This assessment objective is a single element focussed on the ability to analyse and evaluate contemporary source material in its historical context. The mark awarded to Question 1 is 30.

The structure of the mark scheme

The mark scheme for Question 1 has two parts:

- advice on the specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 2.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that level are displayed. Thirdly a final mark for the question can then be awarded.

INDICATIVE CONTENT FOR QUESTION 1

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the causes of the French Revolution 1775-1788.

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate.

Candidates will consider the value of the sources to an historian studying the causes of the French Revolution 1775-1788. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations in the analysis and evaluation of the sources may include:

- Source A offers a clear denunciation of absolutism without directly referring to the King. The source was published very early in the reign of Louis XVI and bears several hallmarks of the leading philosophes of the French Enlightenment. The author deals with both the nature of authority and the position of the church and religious belief within the state. These would be central to the critique embraced by disgruntled and aspirant members of the bourgeoisie. The spread of ideas and their adoption was a feature in creating a group of motivated and, disgruntled men who would take a leading role in fermenting revolutionary views. The author was a lawyer who presented his work to the Parlement of Paris in 1775 expecting it – perhaps naively – to approve of it. It was promptly banned and all the copies were seized and burnt – an indication of how serious they considered the views expressed to be. An historian studying the causes of the French Revolution would consider the source to be valuable as Marivaux was a perceptive and inflammatory observer whose views posed a threat to the King and the privileged First Estate in the decades before revolution broke out.
- Source B provides an historian with a contemporary visual source. This is a caricature showing the burden borne by the peasantry (representing the Third Estate) during the *ancien regime*. The central stooped figure of the peasant is shown carrying two figures representing the clergy (First Estate) and the nobility (Second Estate). In the 1780's France was overwhelmingly a rural country with most of the population linked in one way or another to agriculture. The peasantry under the feudal system had many impositions imposed upon them the beneficiary of which were the nobility and the church. In addition the Third Estate bore the brunt of taxation from which the other two estates were exempt. An historian would find this source very valuable to an enquiry about why revolution broke out as it suggests the inequality which existed within France during the *ancien regime* and shows clearly that the plight of the peasantry drew support from more educated people to whom the caricature was undoubtedly addressed.

- Source C offers valuable evidence to an historian of one of the most fundamental causes of the French Revolution - namely the crisis in government finances in the 1780s. Moreover it brings in the notion that the Estates General will be summoned to deal with this crisis but, according to the author, without any real prospect of success. Young's analysis is gloomy yet prescient and holds little prospect of success. According to Young the desire for change and the strong belief in liberty was dangerous. The author was an English writer and traveller who gathered carefully a range of information over many months and spread over a number of years. An historian studying the causes of the French Revolution would find this source valuable particularly given the circumstances surrounding its production – an outsider travelling through the country in the last days of the *ancien regime*, suggesting that the evidence was both reliable and accurate.

Overall, candidates will assess the value of the sources to an historian studying the causes of the French Revolution 1775-1788. They are able to demonstrate that value through consideration of the content, provenance and tone of the presented sources with appropriate reference to the historical context linked to the sources.

MARK SCHEME UNIT 2 QUESTION 1

In general terms the responses will display characteristics of one of the six bands shown below.

The table below gives advice on which band, sub-band and marks should be given to certain types of answer. The published mark scheme for Unit 2 question 1 also gives a similar breakdown and descriptors.

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| Band 6 CHARACTERISTICS | | <i>Sustained and accurate analysis and evaluation of the given sources; full understanding shown of the appropriate historical context associated with the set enquiry; reaches a full and substantiated judgement regarding the value of the sources to an historian studying the development of a particular issue over the period set.</i> |
| ACX, VTH, ATQS OVER THE PERIOD SET | | |
| B6S | 30 | The response shows accurate and sustained source evaluation using the content and attributions of each of the three sources, setting the response in the appropriate historical context and covering all of the period set in the enquiry. There will be a substantiated judgement regarding the value of the sources to an historian studying the development of a particular issue over the period set. |
| B6C | 27 | The response begins to show some characteristics of Band 6 |

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| Band 5 CHARACTERISTICS | | <i>Meaningful analysis and evaluation of the given sources involving valid evaluation of the content and attribution of the sources; understanding shown of the appropriate historical context associated with the set enquiry; reaches a valid judgement regarding the value of the sources to an historian studying a particular issue.</i> |
| ACX and VTH | | |
| B5S | 25 | The response shows accurate source evaluation using the content and attributions of the three sources, setting the response in the appropriate historical context and covering most of the period set in the enquiry. There will be a valid and supported judgement on the value of all three sources to an historian studying a particular issue. |
| B5C | 23 | The response begins to show some characteristics of Band 5 |

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| Band 4 CHARACTERISTICS | | <i>Clearly attempts an analysis and evaluation of the given sources in relation to the general historical context of the set enquiry with some evaluation of the content and attribution; a sound judgement is seen regarding the value to an historian of some or all three sources.</i> | |
| GCX, VTH and U | | | |
| B4H | 20 | | The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and especially the general historical context. This will be used to reach a reasoned judgement on value to an historian of all three sources. Occasional references to utility are acceptable. |
| B4S | 18 | | The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and the general historical context. A judgement on value to an historian will be present on some or all of the three sources though some general comments on utility may be seen. |
| B4C | 16 | The response begins to show some characteristics of Band 4 in discussing the general historical context. Mainly focussed on UTILITY but with a limited reference to value. | |

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| Band 3 CHARACTERISTICS | | <i>Mechanistic and formulaic use of the content and attributions of the given sources to evaluate their utility and / or value; a limited judgement on the utility and / or value of the sources will be seen. Limited understanding of the historical context.</i> | |
| Mechanistic V, S&L and U | | | |
| B3H | 15 | | The response is able to evaluate the three sources by focusing on their attributions and content. Any reference to the historical context will be limited. There will be a mechanistic focus on evaluating the UTILITY and / or the VALUE of some or all of the sources. There will be a limited judgement on all of the sources. |
| B3S | 13 | | The response is able to evaluate some or all of the three sources by focusing on their attributions and / or content. Any reference to the historical context will be limited. There will be a limited judgement on some of the sources. |
| B3C | 11 | The response begins to show some characteristics of Band 3. This can also be used if only one source is attempted. | |

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| Band 2 CHARACTERISTICS | | <i>Mechanistic and formulaic use of the content and / or attributions of the given sources to show their strengths and / or limitations.</i> |
| TRAWL | | |
| B2H | 8 | |
| B2S | 6 | The response is able to discuss the strengths and / or limitations of some of the three sources by focusing on their content mostly. |

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| Band 1 CHARACTERISTICS | | <i>Copies or paraphrases from content or attributions of the given sources.</i> | |
| COPYING / COMPREHENSION | | | |
| B1H | 5 | | Paraphrases from all of the three sources and / or attributions or plain narrative. |
| B1S | 3 | | Copies from one or two of the three sources and / or attributions. |
| | 0 | Use for incorrect answers | |

Marking guidance for examiners for Question 2

Summary of assessment objectives for Question 2

Question 2 assesses assessment objective 3. This assessment objective is a single element focussed on the ability to analyse and evaluate how and why different historical interpretations have been made. The mark awarded to Question 2 is 30.

The structure of the mark scheme

The mark scheme for Question 2 has two parts:

- advice on the specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 3.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that level are displayed. Thirdly a final mark for the question can then be awarded.

INDICATIVE CONTENT FOR QUESTION 2

NOTE: This content is not prescriptive and candidates are not expected to grid as well as the indicative content.

How valid is the view that the National Assembly was largely successful in reforming France 1789-1791?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. Answers will consider the provided material and use their own understanding of the historical context and of the wider historical debate in making their judgement regarding the validity of the view that the National Assembly was largely successful in reforming France 1789-1791.

Candidates are invited to enter into a debate on whether the National Assembly was largely successful in reforming France 1789-1791. Learners will consider interpretations of this issue within the wider historical debate about the success of the National Assembly.

- Interpretation 1 argues that on the whole the National Assembly was successful in reforming France against a context of an armed aristocracy and major economic difficulties. Their solution was to ensure the domination of their own class – the bourgeoisie and their vehicle for doing this was the hapless figure of la Fayette. In analysing and evaluating Interpretation 1 answers might argue that this is a valid interpretation because of the complexities of the challenges and divisions facing the government. There was an opportunity to regain the initiative particularly from the monarchist perspective. The author of the source, an authority on the French Revolution, would have had access to a range of sources and can cite several examples of policies that had a degree of success, yet his position as a leading Marxist thinker may well have coloured his interpretation of the position of the bourgeoisie.
- Interpretation 2 argues that the National Assembly had a number of lofty aims to create an enlightened and liberal system - yet it failed. This was largely due to its over ambitious agenda allied to the strains and stresses of war and the seemingly irreconcilable differences within French society its policies, notably the religious one opened up. In analysing and evaluating Interpretation 2 answers might argue that this is also a valid interpretation because the author does cite a number of policies which were difficult to attain in the short term – if at all. The author as an academic and specialist on French history, would have delved in depth into the topic and produced a balanced work of considerable integrity. As the work is a student study guide it may reduce the level of detail on order to provide more of an overview of the interconnectedness of events.
- Candidates may show awareness of the wider historical debate surrounding this issue such as the positive view that the work of the National Assembly laid the foundations of the modern French state – albeit unwittingly. Another more pessimistic aspect of the debate is that most of its policies and reforms failed miserably over the next decade.

Overall candidates will analyse both interpretations using their own understanding of the debate over this issue, offer an evaluation of the validity of the given interpretations and provide a judgement on the issue in the question of whether the National Assembly was largely successful in reforming France 1789-1791.

MARK SCHEME UNIT 2 QUESTION 2

In general terms the responses will display characteristics of one of the six bands shown below.

The table below gives advice on which band, sub-band and marks should be given to certain types of answer. The published mark scheme for Unit 2 question 2 also gives a similar breakdown and descriptors.

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| Band 6 CHARACTERISTICS | | <i>Sustained and accurate analysis and evaluation of the provided material in its historical context which is used effectively to show how and why different interpretations have been formed in relation to the set enquiry; sustained judgement seen regarding validity.</i> |
| ACX, WHD, OPI | | |
| B6H | 30 | The response fully integrates discussion of the context, authorship and content of the provided material together with knowledge and understanding of other possible interpretations of the set issue to reach a well supported and convincing judgement. The response shows convincing understanding of the wider historical debate and of why different interpretations have been formed with discussion of the context and authorship of the provided material. |
| B6S | 27 | The response discusses the context, authorship and content, of the provided material together with knowledge and understanding of other possible interpretations to offer a substantiated judgement. The response explains why differing / different interpretations of the issue have been formed. |
| Band 5 CHARACTERISTICS | | <i>Meaningful analysis and evaluation of the provided material in its historical context to show how and why different interpretations have been formed in relation to the set enquiry; clear judgement seen regarding validity.</i> |
| ACX, WHD, OPI | | |
| B5H | 25 | The response discusses the content and authorship of both extracts to offer a clear judgement on the validity of the given interpretation; shows clear understanding of other possible interpretations of the issue. The response will show a firm grasp of the wider historical debate regarding the issue. |
| B5S | 23 | The response discusses the content and authorship of both extracts to offer a clear judgement on the validity of the given interpretation; shows clear understanding of other possible interpretations. The response needs to indicate how and why interpretations are formed based on the content and especially the authorship of the extracts. |

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| Band 4 CHARACTERISTICS | | <i>Some valid analysis and evaluation of the provided material with some knowledge of other possible interpretations to reach a judgement on the specific enquiry; needs a reasonable grasp of the other possible interpretations (OPIs) and the context of the developments in the provided material. There may be some mechanistic comments on the authorship but this is not required.</i> |
| ACX AND GCX OPI | | |
| B4H | 20 | |
| B4S | 18 | |
| B4C | 16 | The response begins to analyse and evaluate the provided material to offer a judgement on the given interpretation; the response shows awareness of another possible interpretation. |

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| Band 3 CHARACTERISTICS | | <i>Mechanistic focus on the authorship and content of the provided material to identify and compare interpretations; some awareness of the general context; any judgement will be limited. There may be some mechanistic comments on the authorship of the provided material.</i> |
| AUTH GCX | | |
| B3H | 15 | |
| B3S | 13 | The response attempts to consider the content of the provided material to identify different interpretations; will offer a 'bolt-on' judgement on the validity of the interpretation presented in the question. |

| Band 2 CHARACTERISTICS | | <i>Mechanistic and formulaic use of the content of the provided material only.</i> |
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| B2H | 8 | The response attempts to consider the content of the provided material to show differences between the two presented interpretations and provides a limited judgement on validity. |
| B2S | 6 | The response begins to use the content of the provided material to identify some of the differences between the presented interpretations. |

| Band 1 CHARACTERISTICS | | <i>Copies or paraphrases from the content of the provided material.</i> |
|-------------------------------|---|---|
| B1H | 5 | Basic comprehension and paraphrasing from the content of the provided material. |
| B1S | 3 | Basic comprehension or copying from the content of one of the provided materials. |
| | 0 | Use for incorrect answers |