

**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.**

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. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations may be made in the analysis and evaluation of the sources including:

- Source A portrays the burdens of the common man as a cause of the Revolution suggesting that the Third Estate was exploited by the King and the First and Second Estate. This was a common element of the cahiers that the burdens imposed by a demanding working life was made worse by increase in taxes and feudal obligations. The source is typical of the propaganda issued by the popular movement during the Pamphlet War of 1788 – 1789 and as such provides accurate and reliable evidence of value to an historian studying the causes of the Revolution who would be aware of the biased nature of the illustration.
- Source B provides an historian with the official but secret observations of an outsider to the events which is likely to be accurate and reliable view of the influence of the Austrian born Queen that was common in France since her marriage to Louis. The source appears to illustrate the issues at stake during the pre-revolution because the mistrust of the King and Queen comes through. This provides further evidence of value to an historian studying the wider causes of the Revolution and who would be aware of the purpose of the report.
- Source C appears to give evidence to an historian that there were very long term causes of the revolution. The source is largely narrative but is from a politician who was heavily involved in the National Assembly and naturally praises the Third Estate pointing out, like the image in Source A, that they were in chains during the ancien regime and reinforces the issue of the role of the monarchy mentioned in Source B as shorter term causes. The nature of the source and its origin would offer accurate and reliable evidence of value to an historian who would be aware of the career and tragic death of Barnave.

Overall, candidates will assess the value of the sources to an historian studying the causes of the French Revolution. 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.

**ASSESSMENT GRID FOR QUESTION 1**

Target: AO2

Total mark: 30

Focus: *Analyse and evaluate appropriate source material, primary and / or contemporary to the period, within its historical context*

<b>Band</b>	<b>Mark</b>	<b>Descriptor</b>
<b>6</b>	<b>26-30</b>	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li>• <i>demonstrate sustained and accurate analysis and evaluation of the content and authorship of the source material</i></li> <li>• <i>provide sustained focus on evaluating the sources in the context of the specific enquiry</i></li> <li>• <i>offer a sustained judgment regarding the value of the sources for the specific enquiry</i></li> </ul>
<b>5</b>	<b>21-25</b>	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li>• <i>demonstrate a clear and accurate focus on the analysis and evaluation of the content and authorship of the source material</i></li> <li>• <i>provide a mostly clear focus on evaluating the sources in the context of the specific enquiry</i></li> <li>• <i>offer a valid judgment regarding the value of the sources for the specific enquiry</i></li> </ul>
<b>4</b>	<b>16-20</b>	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li>• <i>demonstrate valid analysis and evaluation of the content and authorship of the source material</i></li> <li>• <i>place the sources in the context of the specific enquiry</i></li> <li>• <i>offer a clear judgment regarding the value of the sources for the specific enquiry</i></li> </ul>
<b>3</b>	<b>11-15</b>	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li>• <i>demonstrate some appropriate comments regarding the analysis and evaluation of the content and authorship of the source material</i></li> <li>• <i>make an attempt to place the sources in the context of the enquiry</i></li> <li>• <i>offer a limited judgment on the value of at least two sources</i></li> </ul>
<b>2</b>	<b>6-10</b>	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li>• <i>comprehend and extract information from the sources with some reference to the authorship of the provided material</i></li> <li>• <i>make a limited attempt to place the sources in the context of the enquiry</i></li> <li>• <i>offer a limited judgment on the value of at least one source</i></li> </ul>
<b>1</b>	<b>1-5</b>	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li>• <i>comprehend and extract from some of the source material</i></li> </ul>
<b>Award 0 for incorrect or irrelevant answers</b>		

## 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 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.*

### **How valid is the view that the reforms of the National Assembly were successful?**

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 reforms of the National Assembly were successful.

Candidates are invited to enter into a debate on whether the reforms of the National Assembly were successful. Learners will consider interpretations of this issue within the wider historical debate about the success of the reforms of the National Assembly. Some of the issues to consider may include:

- Interpretation 1 argues that the reforms of the National Assembly were successful in creating a new constitution, reforming the Church, local and national administration and government of the state, centralising and bring uniformity to the country, and giving a voice to the people.
- In analysing and evaluating Interpretation 1 answers might argue that this is a valid interpretation because there is a range of successful reforms mentioned and in the context of the violent upheavals of 1789 to 1791 this was a successful re-organisation of the structure of the *ancien regime* in a short period of time. Clearly the author of the source, a university lecturer and author, would have available in 2014 a range of primary sources and the work of historians such as Doyle to draw upon though as he is writing in a student study guide he may well present his interpretation in plainer terms that Doyle does in his book.
- Interpretation 2 argues that although France was regenerated there were mistakes made by the National Assembly in its programme of reform and the main one was to do with the oath of the clergy which indicated that not all of the reforms were successful.
- In analysing and evaluating Interpretation 2 answers might argue that this is also a valid interpretation because the author does suggest that the National Assembly was generally successful in regenerating France but had limitations and failures with certain reforms such as the Oath of the Clergy which followed a series of successful reforms of the Church and the monastic orders. The Civil Constitution of the Clergy was very successful in some ways – for example in the administration of the Church – but the Oath raised issues of fidelity and belief for the clergy and their supporters in France. The author produced his work in 1989 at the time of the two hundredth anniversary of the Revolution and would be well aware of the historiography and range of evidence about the reforms of the National Assembly.
- Candidates may show awareness of the wider historical debate surrounding this issue such as changing nature of the historiography of the Revolution at that time. In particular candidates should be aware of the differing views between the Great Tradition of Marxist historiography and the challenge from Revisionist historians since the 1960s.

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 that the reforms of the National Assembly were successful.

## ASSESSMENT GRID FOR QUESTION 2

Target: AO3

Total mark: 30

Focus: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted

Band	Mark	Descriptor
6	26-30	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li>show sustained and accurate analysis and evaluation of provided material which is used effectively to discuss how and why different interpretations are formed</li> <li>provide sustained focus on evaluating the interpretations in the context of the specific enquiry</li> <li>demonstrate clear awareness of different interpretations of the issue set</li> </ul>
5	21-25	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li>demonstrate a clear and accurate focus in the analysis and evaluation of provided material to show how and why different interpretations have been formed</li> <li>provide a mostly clear focus on evaluating the interpretations in the context of the specific enquiry</li> <li>show how the issue has been interpreted in different ways</li> </ul>
4	16-20	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li>demonstrate valid analysis and evaluation of provided material to identify different interpretations</li> <li>place both interpretations in the context of the specific enquiry</li> <li>show awareness of different interpretations of the issue</li> </ul>
3	11-15	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li>demonstrate some appropriate comments regarding the analysis and evaluation of provided material to identify different interpretations</li> <li>make an attempt to place the interpretations in the context of the specific enquiry</li> <li>show some awareness of different interpretations of the issue</li> </ul>
2	6-10	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li>comprehend from provided material with only limited analysis shown</li> <li>make a limited attempt to place the interpretations in the context of the enquiry</li> <li>show some awareness of the different interpretations of the issue</li> </ul>
1	1-5	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li>extract information from provided material</li> <li>have some weak reference to different interpretations of the issue</li> </ul>
<b>Award 0 for incorrect or irrelevant answers</b>		