



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2018

HISTORY - UNIT 3
BREADTH STUDY 5

FRANCE: ANCIEN RÉGIME TO NAPOLEON, c. 1715-1815

1100UE0-1

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 3
BREADTH STUDY 5
FRANCE: ANCIEN REGIME TO NAPOLEON c. 1715-1815
MARK SCHEME

Marking guidance for examiners

Summary of assessment objectives for Unit 3

The questions each assess assessment objective 1. This assessment objective is a single element focussed on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this assessment is 30.

The structure of the mark scheme

The mark scheme for Unit 3 has two parts:

- advice on each 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 1..
- the assessment grid for questions 1 and 2 and that for question 3 differ in that the assessment for question 3 expects candidates to demonstrate understanding of change and/or development over the long term (at least 100 years).

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 band are displayed. Thirdly a final mark for the question can then be awarded.

Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

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.

‘The growth of the bourgeoisie was the most significant development in the society and economy of France in the period 1715-1763.’ Discuss.

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case whether the growth of the bourgeoisie was the most significant development in the society and economy of France in the period 1715-1763. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of whether the growth of the bourgeoisie was the most significant development in the society and economy of France in the period 1715-1763. In order to reach a substantiated judgement about this issue, candidates may argue that the growth of the bourgeoisie was indeed the most significant development in the society and economy of France, 1715-1763. The response might support this proposition by considering issues such as:

- Changes in the structure of the economy facilitated the rise of a powerful mercantile class – for example the merchants of the Atlantic coast.
- Opportunities presented by economic development were very significant in changing society. The middle-class enriched itself through industry, and commercial profits increased; there was less luxury amongst the nobility than formerly, and more in middle-class life, so that the contrast between them was not so marked
- Expansion of the military and increased numbers of individuals involved in colonial administration. Many of these were regarded as new members of the bourgeoisie and began to gain considerable influence in society.
- Many of the new bourgeoisie were influenced by the new political ideas circulating in France in the mid eighteenth century.

Candidates might consider challenging the proposition in the question by arguing that although the growth of the bourgeoisie was a significant development in the society and economy of France in the period 1715-1763 there were other developments which were also equally significant. The response might consider the significance of alternative developments such as:

- Economic problems during the Regency and the policies of John Law had a serious impact on the society and economy of France
- Restoring financial stability under Fleury was a key development
- Stabilisation of the currency, spending on infrastructure (new roads) work of École Nationale des Ponts et Chaussées
- Growth of overseas trade and markets had a real impact on society
- Growth in population from around 20 million at the end of the C17 to 28 million in the 1760s. This demographic change placed pressure on French society and economy

Overall candidates will offer a debate and come to a substantiated judgement regarding whether the growth of the bourgeoisie was the most significant development in the society and economy of France in the period 1715-1763.

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 far do you agree that Napoleon had largely preserved the social and economic changes of the French Revolution by 1815?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case whether Napoleon largely preserved the social and economic changes of the French Revolution by 1815. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of whether Napoleon had largely preserved the social and economic changes of the French Revolution by 1815. In order to reach a substantiated judgement about this issue, candidates may argue that there were a number of areas where Napoleon did preserve revolutionary changes in economy and society. The response might support this proposition by considering issues such as:

- Controls on the labour market which were introduced by the National Assembly were retained by Napoleon. He made no attempt to repeal the Le Chapelier law of 1791.
- Napoleon made no attempt to restore the feudal system which had been swept away in its entirety during the revolution.
- Napoleon ensured that the land transfers particularly at the expense of the Catholic Church were guaranteed.
- The legal changes and rights which emerged in 1789 were largely guaranteed in the Napoleonic code.

Candidates might consider challenging the proposition in the question by arguing that Napoleon had not preserved the social and economic changes of the French Revolution by 1815. The response might consider issues such as:

- The Concordat which Napoleon negotiated with the Papacy restored the Catholic Church to its prime position in France and was a clear breach of the approach adapted by the first Republic towards the church.
- Although the privileged second estate were not restored the emergence of a distinct nobility and privileged order of the legion d'honneur were a move away from the principle of equality enshrined in the Declaration of Rights.
- Under Napoleon the economy was ravaged by war to a far greater extent than it had been during the First Republic. The social and economic impact of this was considerable and permeated all levels of society leading to several reversions of economic policy.
- The state under Napoleon in many ways resembled the absolutism of the ancien regime. Control of the media, censorship and use of the secret police ensured that there was very little opposition to Napoleon.

Overall candidates will offer a debate and come to a substantiated judgement regarding whether Napoleon had largely preserved the social and economic changes of the French Revolution by 1815.

INDICATIVE CONTENT FOR QUESTION 3

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 evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

To what extent was weak leadership mainly responsible for changes in politics and government in France during the period 1715-1815?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which weak leadership was mainly responsible for changes in politics and government in France during the period 1715-1815. Candidates are able to offer a valid and balanced discussion covering the period set about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance.

Candidates will offer an analysis and evaluation of the extent to which weak leadership was mainly responsible for changes in politics and government in France during the period 1715-1815. In order to reach a substantiated judgement about this issue, candidates may argue that there is clear evidence that weak leadership was mainly responsible for changes in politics and government in France during the period 1715-1815. The response might support this proposition by considering issues such as:

- Once Louis XV reached his maturity in 1723 his reign was characterised by bouts of activity and a hands on approach to government but he also displayed a more laissez faire approach where his leadership was deemed to be weak.
- Towards the end of his life the elderly Cardinal Fleury, lacking energy and with a weak grip on events, was unable to prevent France joining the war of Austrian Succession resulting in a series of military defeats.
- The leadership offered by Louis XVI, while well-meaning, was essentially weak in that he tended to abandon ministers and policies when confronted by opposition. This only served to spur on opponents to further action.
- The leadership of the range of revolutionary leaders was ultimately weak as a series of internal divisions led to destabilisation and the onset of Terror.
- The leadership presented by the Directory could be considered weak and duplicitous in that they alienated both sides of the political spectrum and were eventually overthrown in the coup of Brumaire.

Candidates might consider challenging the proposition in the question by arguing that leadership at various points in the period was anything but weak and that other factors and forces were responsible for changes in politics and government in France during the period 1715-1815. The response might consider issues such as:

- Military defeats and the cost of fighting wars (The Seven Years' War, the American War of Independence, the War of Austrian Succession) helped bankrupt the country which ultimately brought about the downfall of the *ancien regime*.
- The ideas of the *philosophes* of the French Enlightenment helped undermine the Catholic Church and other institutions and gave the bourgeoisie an ideology which challenged what were once considered monolithic and secure institutions.

- The leadership shown by Robespierre was strong during the period of the Terror when the very survival of the Republic was at stake. His leadership ensured that Republican forces triumphed against their internal and external enemies.
- The leadership shown by Napoleon was anything but weak - on the contrary he is invariably characterised as a very strong leader and a brilliant military commander and strategist.

Overall candidates will offer a debate and come to a substantiated judgement regarding whether weak leadership was mainly responsible for changes in politics and government in France during the period 1715-1815.

GENERIC MARK SCHEME UNIT 3

THIS CAN BE USED WITH ALL QUESTIONS

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.

Band 6 CHARACTERISTICS		<i>The response is specifically focused on covering the whole or nearly all of the set period and debating the key concept in the question set and provides a substantiated, sustained and integrated judgement. It demonstrates accurate, relevant and precise knowledge of the key features and characteristics associated with the theme.</i>
B6H	30	The response engages with the exact key concept in the question set covering the whole of the set period. It discusses the fuller range of features and characteristics associated with the relevant theme. The response provides a fully analytical, evaluative and lucid essay with a fully convincing and substantiated judgement.
B6S	27	The response engages with the key concept in the question set covering nearly all of the set period. It discusses the fuller range of features and characteristics associated with the relevant theme. The response provides an analytical, evaluative and lucid essay with a convincing and substantiated judgement.

Band 5 CHARACTERISTICS		<i>The response is mainly focussed on covering the greater part of the set period and debating the key concept in the question set. It demonstrates mostly accurate and relevant knowledge of the key features and characteristics associated with the theme. It provides a supported, balanced and appropriate judgement.</i>
B5H	25	The response engages with the key concept and is covering the greater part of the set period in the question set. It discusses a range of features and characteristics associated with the relevant theme. The response provides an evaluative and well written essay with a balanced and appropriate judgement.
B5S	23	The response engages with the key concept and is covering the greater part of the set period in the question set. It discusses a range of features and characteristics associated with the relevant theme. The response provides an evaluative and well written essay with an appropriate judgement
B5C	21	The response begins to show some characteristics of Band 5. <i>[This can be used for good conceptual responses which do not cover the greater part of the period, especially in Section B.]</i>

Band 4 CHARACTERISTICS		<i>The response attempts to cover most of the set period and debates/discusses the key concept in the question set. It demonstrates some accurate and relevant knowledge of the key features and characteristics associated with the theme. It provides a supported judgement</i>
B4H	20	The response is mainly focused on covering most of the set period and there will be a meaningful discussion of how the main features and characteristics associated with the theme had an impact on the key concept. There will be a balanced judgement though some slight drift may be apparent.
B4S	18	The response begins to discuss the key concept and covers most of the period in the question set. There will be an attempt to outline features and characteristics associated with the theme. There may well be a series of mini judgements and some drift.

Band 3 CHARACTERISTICS		<i>The response has some patchy period coverage; there is some accurate and relevant knowledge of the main issues associated with the relevant theme.</i>
B3H	15	The response tends to focus on using a highly structured series of features and characteristics associated with the theme. The response will offer a judgement with some support, often by considering factors for and against. There will be some patchy period coverage
B3S	13	The response tends to be in the form of a generalised, listing of features and characteristics associated with the theme.

Band 2 CHARACTERISTICS		<i>The response is largely based on the general theme but is descriptive / narrative; period coverage will be narrow or lack chronology</i>
B2H	8	The response is a predominantly descriptive / narrative account of the features and characteristics associated with the theme. There will be a “tagged on” judgement.
B2S	6	The response is limited to a descriptive / narrative account of the features and characteristics associated with the theme, with no judgement attempted.

Band 1 CHARACTERISTICS		<i>The response is undeveloped, very brief or largely irrelevant.</i>
B1H	5	The response is very limited and undeveloped though there is some weak link to the associated theme.
B1S	3	The response is very brief and / or largely irrelevant.
	0	Use for incorrect answers