



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2018

HISTORY - UNIT 4  
DEPTH STUDY 6

FRANCE IN REVOLUTION, c.1772-1815

Part 2: France: Republic and Napoleon, c.1772-1815

1100U60-1

## **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.

**WJEC GCE HISTORY**  
**UNIT 4 - DEPTH STUDY 6**  
**FRANCE IN REVOLUTION c.1774-1815**  
**PART 2: FRANCE: REPUBLIC AND NAPOLEON c. 1772-1815**  
**MARK SCHEME - SUMMER 2018**

## **QUESTION 1**

### **Marking guidance for examiners**

#### **Summary of assessment objectives for Question 1**

Question 1 assesses assessment objective 2. This assessment objective is focused on the ability to analyse and evaluate different ways in which aspects of the past have been interpreted. The total mark awarded to this question is 30.

#### **The structure of the mark scheme**

The mark scheme for Question 1 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 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 band 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 opposition to the revolution in France between 1792-1795.**

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. In analysing and evaluating the provided source material, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if previous learning is used to show understanding of the historical context if appropriate.

Candidates will consider the three sources in their historical context and also consider the value of the sources to an historian studying opposition to the revolution in France 1792 - 1795. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations in the analysis of the value of the sources may include:

- Source A is of considerable value to an historian studying opposition to the revolution in France between 1792 -1795 as it shows that a foreign power (Austria) is very sympathetic to the plight of the *émigrés*. It is a private letter sent from Vienna by the Comte de Vaudreuil to the Comte d'Artois, the brother of King Louis XVI to explain that he has outlined to the Austrian Emperor the predicament of large numbers of *émigrés* who, without any forthcoming support from him, might be forced to take matters into their own hands. He tells Artois that he has made the Emperor aware that there are many others keen to leave France and that he (the Emperor) agreed that this was a wise course of action. Candidates should use their understanding of the historical context to identify this source as being valuable to an historian studying opposition to the revolution in France as it shows the extent of the numbers of *émigrés* and their willingness to actively oppose the revolution in 1792. Scrutiny of the content of the source will show that many had left France and more were now considering this course of action. As a private letter it could be considered as a valuable piece of intelligence from one of the leading opponents of the revolution.
- Source B is an eyewitness account of the aftermath of the siege of Toulon taken from the memoirs of Zenon Pons, a resident of the city and a royalist sympathiser. Candidates should use their understanding of the historical context to identify this source as relating to the recovery of the port of Toulon in December 1793. This source is particularly valuable because it offers an eyewitness account of the reprisals meted out by the victorious Republican forces to the counter-revolutionaries who opposed the revolution. It suggests a level of intense hatred devoid of mercy. The Republic was determined to make an example of those who opposed its rule with the clear aim of deterring others. The source is also of great value to this enquiry as it is an indication of how serious the opposition was for the republic. The author is a royalist sympathiser

which would account for the tone of the source and suggest a less than partial assessment. This source gives the historian valuable evidence of how serious the Republic considered opposition to the revolution in France around 1793.

- While Sources A and B show how serious the threat of opposition was from enemies of the revolution, Source C suggests that those who were supporters of the Revolution were themselves at risk of being identified by hard line Republicans as opponents. The source is an extract from the diaries kept by Nicholas Ruault, a resident of Paris and a moderate Jacobin. Candidates should use their understanding of the historical context to identify this source as one which is deeply concerned at the direction which the policies that the Jacobin-led government is taking. Many moderate republicans considered it a dictatorship determined to protect the Republic against all opponents and even from former supporters and architects of the system such as Danton. Opposition from the Indulgents, as they were known, was fiercely opposed by hard-line Jacobins. The source is valuable as it demonstrates that the political leadership of the Republic during the Terror was totally committed to suppressing opposition even from former colleagues on the left. This level of ruthlessness led some critics to consider that the revolution was consuming its own. The tone of the source is one of despair at the actions of the Committee of Public Safety as the words 'ferocity' and 'savage' would clearly imply. Ruault is offering an insight into the ruthlessness and single-mindedness of the hard-line Jacobin government controlled by Robespierre whom he scathingly describes as 'King' of the Revolution. Understanding of the historical context will show how serious the Committee of Public Safety considered the threat from republican opponents - former colleagues who they seem to consider as the enemy within.

Overall, candidates will provide a judgment regarding the value of the sources to an historian studying opposition to the revolution in France 1792 -1795, and are able to demonstrate that value through consideration of the tone and nature of the presented sources and understanding of the historical context.

## MARK SCHEME UNIT 4 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 4 question 1 also gives a similar breakdown and descriptors.

<b>Band 6 CHARACTERISTICS</b>		<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>
<b>ACX, VTH, ATQS OVER THE PERIOD SET</b>		
<b>B6S</b>	<b>30</b>	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.
<b>B6C</b>	<b>27</b>	The response begins to show some characteristics of Band 6

<b>Band 5 CHARACTERISTICS</b>		<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>
<b>ACX and VTH</b>		
<b>B5S</b>	<b>25</b>	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.
<b>B5C</b>	<b>23</b>	The response begins to show some characteristics of Band 5

<b>Band 4 CHARACTERISTICS</b>		<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>
<b>GCX, VTH and U</b>		
<b>B4H</b>	<b>20</b>	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.
<b>B4S</b>	<b>18</b>	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.
<b>B4C</b>	<b>16</b>	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.

<b>Band 3 CHARACTERISTICS</b>		<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>
<b>Mechanistic V, S&amp;L and U</b>		
<b>B3H</b>	<b>15</b>	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.
<b>B3S</b>	<b>13</b>	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.
<b>B3C</b>	<b>11</b>	The response begins to show some characteristics of Band 3. This can also be used if only one source is attempted.

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

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



## **QUESTIONS 2 AND 3**

### **Marking guidance for examiners**

#### **Summary of assessment objectives for Question 2 and 3**

Both questions 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 the question chosen is 30.

#### **The structure of the mark scheme**

The mark scheme for Questions 2 and 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.

#### **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 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 successful was the Directory in dealing with the problems which it faced between 1795 and 1799?**

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 Directory was successful in dealing with the problems which it faced between 1795-1799. 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. In addressing the context of the set question, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if the knowledge and understanding deployed helps to address the specific question set.

Candidates will offer an analysis and evaluation of whether the Directory was successful in dealing with the problems which it faced between 1795-1799. In order to reach a substantiated judgement about this issue, candidates may argue that the causes of the two rebellions had much in common. The response might consider supporting the proposition by considering:

- There was an element of longevity about the period of the Directory which has to be considered: it lasted for four years and was until 1799 the longest lasting of the revolutionary regimes.
- Through a range of measures it managed to stabilise the financial position of the first Republic (two thirds bankruptcy)
- The Directory was able to stabilise the military situation facing France and embark on a series of successful campaigns which brought economic and strategic gains to the Republic (most notably in northern Italy).
- It had a considerable measure of success in dealing with the counter-revolutionary threat facing the Republic.

Candidates might consider challenging the proposition in the question by arguing that there were other factors which suggest that the Directory was less successful in dealing with the problems which it faced between 1795-1799. The response might consider:

- The Directory was unable to prevent the growth of extreme Jacobinism – its desire to protect the gains of the bourgeoisie alienated significant numbers of poor people.
- The Directory was unable to prevent the revival of royalism and its attempts to manipulate election results tarnished its image in the eyes of large number of people.
- Inflation continued and the value of the *assignat* plummeted.
- The increased use of force to put down opposition and popular demonstrations (*Vendemiaire*) indicated that its inherent weaknesses could be exploited by a charismatic military figure.

Overall candidates will offer a debate and come to a substantiated judgement regarding whether the Directory was successful in dealing with the problems which it faced between 1795-1799.

### 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 admissible 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 the weakness of Napoleon's opponents mainly responsible for his military successes up to 1812?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case extent to which the weakness of Napoleon's opponents was mainly responsible for his military success up to 1812. 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. In addressing the context of the set question, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if the knowledge and understanding deployed helps to address the specific question set.

Candidates will offer an analysis and evaluation of the extent to which the weakness of Napoleon's opponents was mainly responsible for his military successes up to 1812. In order to reach a substantiated judgement about this issue, candidates may argue that while there were elements to support the view other factors must also be taken into consideration. The response might consider supporting the proposition by considering:

- Napoleon's opponents were at various times acting unilaterally against him and as such were overwhelmed individually by French military power
- The various coalitions which were formed against Napoleon from 1792 until 1812 were largely ineffective and continually dissolved. The only consistent member after 1793 was Britain.
- Napoleon was able to pick off his opponents individually either by defeating them in military campaigns or pandering to their own notions of self-interest as with Austria in 1807.
- Napoleon's opponents did not have the same quality of generals and military resources as he was able to draw upon.

Candidates might consider challenging the proposition in the question by arguing that while in some respects the weakness of Napoleon's opponents was a factor in determining his military successes up to 1812 there were also a number of other factors which need to be taken into consideration. The response might consider:

- Napoleon had the benefit of a centralised command and control system which made it much easier for him to take the initiative against his enemies.
- In military terms Napoleon was considered to be one of the greatest strategists in history who stood head and shoulders above the majority his opponents.
- Following the battle of Valmy, France acquired military forces infused with a sense of patriotic pride and élan. Their organisation, equipment and tactics were far in advance of those used by their opponents.
- Napoleon promoted soldiers on ability and merit as opposed to privilege and patronage. He was aided by brilliant subordinates such as Soult and Massena.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the weakness of Napoleon's opponents was mainly responsible for his military successes up to 1812.

## MARK SCHEME UNIT 4

### QUESTIONS 2 AND 3

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 4 also gives a similar breakdown and descriptors.

<b>Band 6 CHARACTERISTICS</b>		<i>The response is fully focussed on the exact key concept in the set question, covering the whole of set period, with a clear and convincing debate on the main developments and reaching a substantiated judgement in a lucid and fully coherent essay.</i>
B6H	30	The response engages with the exact key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and lucid essay with a fully convincing and substantiated judgement covering the whole of the set period.
B6S	27	The response engages with the key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and coherent essay with a convincing and substantiated judgement covering nearly all of the set period.

<b>Band 5 CHARACTERISTICS</b>		<i>The response is mainly focussed on debating the key concept in the set question, covering most or all of the full period. The response considers most of the main developments; provides a convincing debate and is able to come to a supported, balanced and appropriate judgement.</i>
B5H	25	The response engages with the key concept and offers a convincing debate regarding the range of issues arising from the question set throughout most of the essay. The essay will be analytical, evaluative and well written with a balanced and appropriate judgement covering most or all of the set period.
B5S	23	The response has a focus on debating the key concept set throughout most of the essay and is able to provide an analytical, evaluative and well written essay with a balanced and appropriate judgement covering some or most of the set period.
B5C	21	The response begins to show some of the characteristics of Band 5. <i>[This can be used for good conceptual responses which do not cover the greater part of the period].</i>

<b>Band 4 CHARACTERISTICS</b>		<i>The response has some focus on the key concept in the set question covering some to all of the set period, with some debate on some of the developments and a supported, balanced judgement on the key concept in a structured essay. There may well be some drift but there should be the beginning of a meaningful debate in the response.</i>
B4H	20	The response will feature some meaningful discussion of how and why the main developments, events or factors had an impact on the key concept in the set question over some or most of the period set. There will be an attempt at a balanced and supported judgement though some slight drift may be apparent.
B4S	18	The response begins to discuss the key concept in the question set, often with a series of mini judgements. There may be an attempt to consider a series of developments, events or factors in relation to the key concept set over some or most of the period. There may well be some listing of developments and some drift.

<b>Band 3 CHARACTERISTICS</b>		<i>The response has some focus on the key issues set and begins to discuss these to come to a judgement on the question set. The response is usually restricted to a “for and against” discussion with some evidence of listing and unloading of notes. There may well be some considerable drift; and there may well be a mechanistic tone to the response.</i>
B3H	15	The response is based on a series of assertions, developments or factors over the period rather than the key concept in the question set. The response does offer a limited but valid judgement.
B3S	13	The response tends to be in the form of a generalised, listing of developments and factors.

<b>Band 2 CHARACTERISTICS</b>		<i>The response is largely based on the TOPIC area and is descriptive.</i>
B2H	8	The response is a predominantly descriptive account of the topic. There will be a “tagged on” judgement.
B2S	6	The response is a descriptive account of the developments and factors related to the topic area with no judgement attempted.

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