



GCE MARK SCHEME

SUMMER 2019

HISTORY - UNIT 4  
DEPTH STUDY 6

FRANCE IN REVOLUTION, c.1774–1815

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

1100U60-1

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2019 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 4**  
**DEPTH STUDY 6**  
**FRANCE IN REVOLUTION c.1774-1815**  
**PART 2: FRANCE: REPUBLIC AND NAPOLEON c. 1772-1815**  
**MARK SCHEME**  
**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 the Consulate in the period from 1799 to 1804.**

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 might consider the value of the sources to an historian studying the Consulate in the period from 1799 to 1804. 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** This is a contemporary account by a French General of Napoleon's arrival in Avignon on his way to Paris in 1799. The general historical context is that the country is in crisis—the consequence of the Directory and its policies. In addition, France's armies have suffered setbacks. Tellingly, Boulart points out that Napoleon has been 'called back' to resolve this situation. He was on his way to Paris to overthrow the Directory in the coup of Brumaire and, along with two other key figures, seizes power. The author of the source is in no doubt about Napoleon's popularity and the ecstatic response of the crowd to his presence. The source is of value to an historian studying the Consulate as it indicates the strength of popular support for a general who presumably unbeknown to them is on his way to overthrow the current government.

**Source B** This is of considerable value to an historian studying the Consulate as it hints both at a problem that had the potential to be extremely damaging and highly divisive: the continuing deep divisions within the Catholic Church. The general historical context is the legacy of the National Assembly's policy of imposing a Civil Constitution of the Clergy, and a Clerical Oath on the Church. The source particularly draws attention to levels of support for priests who took, and those who did not take, the oath of loyalty. Candidates should use their understanding of the specific historical context to identify this source as being valuable to an historian studying the Consulate as it shows continuing tensions within the Catholic Church in 1801. Scrutiny of the content of the source will show what evidence was available to the government regarding the support for the Catholic Church especially constitutional priests and non-jurors. As a secret report by a highly placed Councillor of State, the source would be of value to an historian as it offered an insight into the context leading to the passing of the Concordat of 1801.

**Source C**

This is an extract taken from private notes that were drawn up during the Consulate by Napoleon's former private secretary, Louis Antoine Bourrienne at the time of Napoleon's coronation. Candidates should use their understanding of the historical context to link this source to how Napoleon set about the task of governing France during the Consulate. This source is particularly valuable to an historian as it was produced by a man who was very close to Napoleon and at the heart of his administration. It is, therefore, able to offer a number of unique insights into his method of government. It suggests an approach that was designed to reach accommodation in areas of division—as with the Concordat—and an appeal to self-interest with the legion of honour and supporting designs to improve prosperity. However, a flaw in this approach was pointed out by de Bourrienne; namely that some councillors on mission simply reported what they thought Bonaparte wanted to hear rather than what he needed to hear. The author, as a highly placed official close to Napoleon, would have been well placed to comment on how Napoleon governed the Consulate at this time. This source would provide an historian with valuable evidence of how Napoleon approached the task of governing France during the Consulate, some of the difficulties he faced and his ultimate decision to make himself Emperor.

Overall, candidates will provide a judgment regarding the value of the sources to an historian studying the Consulate during the period from 1799 to 1804, and are able to demonstrate that value through consideration of the tone and nature of the presented sources and understanding of the historical context.

## UNIT 4

### MARK SCHEME FOR 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 awarded to answers showing the appropriate characteristics.

Candidates should be rewarded for making connections and comparisons between elements of both parts of the depth study, where relevant.

<b>Band 6 CHARACTERISTICS</b>		<i>Sustained and accurate analysis and evaluation of the given sources; full understanding shown of the specific 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>ASE OVER THE PERIOD SET</b>		
<b>B6H</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 specific 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>B6S</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 specific 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>ASE</b>		
<b>B5H</b>	<b>25</b>	The response shows accurate source evaluation using the content and attributions of the three sources, setting the response in the specific 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>B5S</b>	<b>23</b>	The response begins to show some characteristics of Band 5
<b>B5C</b>	<b>21</b>	This mark can be used if there is understanding shown of the specific historical context of one source only.
<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 of some or all three sources.</i>
<b>GCX, V and/or 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 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 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.*

### **'During the period from 1792 to 1794, Robespierre's main aim was to establish a Republic of Virtue.' 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 in the period from 1792 to 1794, Robespierre's main aim was to establish a Republic of Virtue. 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 in the period from 1792 to 1794 Robespierre's main aim was to establish a Republic of Virtue. In order to reach a substantiated judgement about this issue, candidates may argue about the fundamental nature of Robespierre's aims. Candidates may support the proposition by considering:

- Robespierre's idealism and the impact of the Enlightenment on his political beliefs—particularly championing the poor;
- Robespierre's role in overseeing the Cult of the Supreme Being as de-Christianisation sought to eliminate the Catholic Church;
- Robespierre was committed to creating a Republic of Virtue and re-ordering society;
- the Laws of Ventose suggested that a measure of re-distribution of wealth was to be introduced by the Committee of Public Safety;
- Robespierre believed in the ultimate goal of a fairer society, but this could not be attained until the Republic was rid of all its enemies. Only then would the triumph of the Third Estate be achieved.

Candidates may consider challenging the proposition in the question by arguing that there were other factors suggesting that, in the period from 1792 to 1794, Robespierre's main aim was not about establishing a Republic of Virtue. They may consider:

- the background against which Robespierre emerged to become the dominant figure on the Committee of Public Safety. This was a background of deep and worsening crisis that threatened the very survival of the First Republic;
- Robespierre needed to confront France's external enemies and reverse the military defeats that brought the Republic to the very brink of defeat. This was managed partly by creating total war in the form of the *levee en masse* and summoning the 'nation in arms' to defend the Republic;
- the federalist revolt and civil war in the Vendee were also serious threats that needed to be defeated if the Republic was to survive. Representatives were sent to the *départements* to oversee the work of the various generals and with orders to ensure a more ruthless approach to dealing with enemies;

- rooting out the enemies of the state was a core aim of Robespierre's. The Law of Suspects and Watch Committees, along with speeding up the work of the Revolutionary Tribunal, created an atmosphere of fear and terror, and helped restore order.

Overall candidates will offer a debate and come to a substantiated judgement regarding whether, in the period from 1792 to 1794, Robespierre's main aim was to establish a Republic of Virtue.

### 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 failure to impose the Continental System mainly responsible for Napoleon’s defeat 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 the failure to impose the Continental System was mainly responsible for Napoleon’s defeat 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. 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 failure to impose the Continental System was mainly responsible for Napoleon’s defeat by 1815. 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. Candidates may support the proposition by suggesting that:

- the Continental System, as a plan to defeat Britain, was far too ambitious. Without the control of the sea, which the French lost after the Battle of Trafalgar, it was impossible to prevent mass smuggling into Europe of British goods;
- the coastline, which need to be secured by France in order to prevent British goods being imported into France, was far too large and tied up too many resources,
- the French economy was simply unable to replace the large quantities of relatively cheap manufactured goods that had been imported from Britain. This created resentment among European countries and fuelled unrest and opposition to France;
- in attempting to enforce the Continental System, Napoleon had to take action against a number of countries, which only led to further hostility and resentment of France.

Candidates may consider challenging the proposition in the question by arguing that while in some respects failure to impose the Continental System was responsible for Napoleon’s defeat by 1815, it was not the only cause and there were also a number of other causes which need to be taken into consideration. They may note:

- the way in which Napoleon defeated and humiliated the established powers of Europe and imposed upon them treaties that were favourable to France;
- the growth of nationalism that flowed in the wake of Napoleon’s military campaigns: there was severe reaction against the concept of the Universal Empire;
- Napoleon’s powers of leadership in the field of battle may well have been deserting him towards the end of his reign. To open up a military front in Russia without extinguishing the revolt in the Iberian Peninsula was not the wisest strategic move he made as a commander.

- War weariness in France—which, with only a short eighteen-month interlude, had been fighting the rest of Europe on and off since 1792—was beginning to be felt. It was becoming increasingly difficult to secure sufficient numbers of conscripts to replace losses. Many of the men in the Grand Army that invaded Russia in 1812 were not French. They possibly lacked the same *élan* for the cause of France as their predecessors.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the failure to impose the Continental System was mainly responsible for Napoleon's defeat by 1815.

## UNIT 4

### MARK SCHEME 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 awarded to answers showing the appropriate characteristics.

Candidates should be rewarded for making connections and comparisons between elements of both parts of the depth study, where relevant.

<b>Band 6 CHARACTERISTICS</b>		<i>The response is fully focused 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>
<b>B6H</b>	<b>30</b>	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.
<b>B6S</b>	<b>27</b>	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 focused 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>
<b>B5H</b>	<b>25</b>	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.
<b>B5S</b>	<b>23</b>	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.
<b>B5C</b>	<b>21</b>	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>
<b>B4H</b>	<b>20</b>	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.
<b>B4S</b>	<b>18</b>	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>B4C</b>	<b>16</b>	The response begins to show some characteristics of Band 4.  <i>[This can be used for good Band 3 responses that offer at least one valid reference or judgement on the key concept.]</i>
<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>
<b>B3H</b>	<b>15</b>	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.
<b>B3S</b>	<b>13</b>	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>
<b>B2H</b>	<b>8</b>	The response is a predominantly descriptive account of the topic. There will be a “tagged on” judgement.
<b>B2S</b>	<b>6</b>	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>
<b>B1H</b>	<b>5</b>	The response is very limited and undeveloped though there is some weak link to the topic area.
<b>B1S</b>	<b>3</b>	The response is very brief and / or largely irrelevant to the concept set.
	<b>0</b>	Use for incorrect answers