



GCE A LEVEL MARKING SCHEME

SUMMER 2022

**HISTORY - UNIT 4
DEPTH STUDY 6**

FRANCE IN REVOLUTION c.1774–1815

**PART 2: FRANCE: REPUBLIC AND NAPOLEON
c.1792–1815**

1100U60-1

INTRODUCTION

This marking scheme was used by WJEC for the 2022 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.

Marking guidance for examiners

Summary of assessment objectives for Question 1

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

The structure of the mark scheme

The mark scheme for Question 1 has two parts.

- An assessment grid advising which bands and marks should be given to responses that demonstrate the qualities needed in assessment objective 2.
- Advice on the specific question outlining **indicative content** that 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 must credit any further admissible evidence offered by candidates.

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. Third, a final mark for the question can then be awarded.

Summary of assessment objectives for Question 2 and Question 3

Question 2 and Question 3 assess assessment objective 1. This assessment objective is a single element focused on the ability to analyse and evaluate and reach substantiated judgements. Candidates choose either Question 2 or Question 3. The mark awarded to each question is 30.

- An assessment grid advising which bands and marks should be given to responses that demonstrate the qualities needed in assessment objective 2.
- Advice on the specific question outlining **indicative content** that 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 must credit any further admissible evidence offered by candidates.

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. Third, 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.

The paper has a maximum tariff of 60.

Question 1

AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

		Value of the sources	Analysis and evaluation of the sources in their historical context	Focus on the question set
Band 6	26–30 marks	The learner shows clear understanding of the strengths and limitations of the sources.	The sources are clearly analysed and evaluated in the specific and wider historical context.	The learner will make a sustained and developed attempt to utilise the sources to directly answer the question set.
Band 5	21–25 marks	The learner considers the strengths and limitations of the sources.	There is some analysis and evaluation of the sources in the specific and wider historical context.	The learner deploys the sources appropriately to support the judgement reached about the question set.
Band 4	16–20 marks	The learner develops a response which begins to discuss the strengths and limitations of the sources.	There is some analysis and evaluation of the sources with an awareness of the wider historical context.	The learner deploys the sources to support the judgement reached about the question set.
Band 3	11–15 marks	The learner uses most of the source material to develop a response.	There is some analysis and evaluation of the sources.	The learner begins to discuss the sources' use in the context of the question set.
Band 2	6–10 marks	The learner uses some of the source material to develop a response.	The learner begins to analyse and evaluate the sources but it is largely mechanical.	The learner attempts to comment on the sources' use but lacks context.
Band 1	1–5 marks	There is limited evidence of the use of the sources.	Sources are used for their content only.	
Award 0 marks for an irrelevant or inaccurate response.				

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

0 1 Using your understanding of the historical context, assess the value of these three sources to an historian studying the impact of Napoleon as Consul and Emperor between 1801 and 1810.

Candidates will consider the value of the sources to an historian studying the impact of Napoleon as Consul and Emperor between 1801 and 1810. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. In analysing and evaluating the provided source material, candidates may deploy knowledge and understanding from their previous learning. Credit may be given, if appropriate, where that learning is used to show understanding of the historical context. Appropriate observations in the analysis and evaluation of the sources may include the following.

Source A The general historical context associated with this source is that the Catholic Church has lost its pre-eminent place as the state religion of France during the revolution. It had lost its main assets and status, and many of its priests had been persecuted killed or exiled. Laws were passed that abolished the Gregorian calendar and Christian holidays. References to the specific historical of the source include Napoleon's awareness of the need to try and resolve the tensions between Church and state given the religious devotion of many of citizens. He was keen to bring to an end the tension between the French state and the Catholic Church. The extract is part of the agreement that was signed between the papacy and Napoleon as First Consul and restored the Church's status as the main religion in the country, and it is valuable to an historian's understanding as it indicates Napoleon's pragmatic approach to governing; that he was unafraid to reverse one of the main and most divisive changes made by the revolution.

Source B The general historical context associated with this source is Napoleon's approach to dealing with territories that he had conquered, in this the new state of Westphalia. References to the specific historical context may include Napoleon's defeat of the Hapsburg Empire and the decision to dissolve the Holy Roman Empire that had existed since the time of Charlemagne in the 9th century. Napoleon was redrawing the map of Europe and creating new states that would ultimately, he hoped, form part of his universal empire. The source is a letter from Napoleon to his brother Jerome, whom he installed onto the throne of this new 'model' state of Westphalia, which was the first in Germany to have a constitution. It is valuable to an historian as it indicates Napoleon's approach to revising the map of Europe by making new countries, installing a member of his family on the throne and creating a satellite state.

Source C The general historical context associated with this source is Napoleon's fraught relations with Spain, the desire to enforce the continental system, and the Peninsular War. Assessment of the specific historical may include references to the print being produced by the leading Spanish artist of the age Goya, who had been court painter to the Spanish monarchy before its deposition by Napoleon. Goya appreciated fully the propaganda value of an image that could be circulated widely and help shape and form (or confirm) opinions. The series *Disasters of War* shows the atrocities that were committed by French soldiers who occupied Spain, deposed the royal family and imposed Napoleon's brother on the throne. Spain rose in revolt and a bitter guerrilla war ensued. The source is clearly partial about what was occurring in Spain, nonetheless, it is valuable as it reveals how the impact of Napoleon's rule on one part of Europe was so different to the impact in another.

Questions 2 and 3

AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

		Analysis and evaluation	Judgement	Knowledge	Communication
Band 6	26–30 marks	The learner is able to effectively analyse and evaluate the key issues in relation to the set question.	A focused, sustained and substantiated judgement is reached.	The learner is able to demonstrate, organise and communicate accurate knowledge which shows clear understanding of the period studied.	The learner is able to communicate clearly and fluently, using appropriate language and structure with a high degree of accuracy in a response which is coherent, lucid, concise and well-constructed.
Band 5	21–25 marks	The learner is able to clearly analyse and evaluate the key issues in relation to the set question.	There is a clear attempt to reach a substantiated judgement which is supported.	The learner is able to demonstrate and organise accurate and relevant historical knowledge of the period studied.	The learner is able to communicate accurately and fluently using appropriate language and structure with a high degree of accuracy.
Band 4	16–20 marks	The learner is able to show understanding of the key issues demonstrating sound analysis and evaluation.	A judgement is seen but lacks some support or substantiation.	There is evidence of accurate deployment of knowledge.	There is a good level of written communication with a reasonable degree of accuracy.
Band 3	11–15 marks	The learner is able to show understanding through some analysis and evaluation of the key issues.	There is an attempt to reach a judgement but it is not firmly supported and balanced.	Some relevant knowledge on the set question is demonstrated.	There is a reasonable level of written communication which conveys meaning clearly though there may be errors in spelling, punctuation and grammar.
Band 2	6–10 marks		There is an attempt to provide a judgement on the question set.	The learner provides some relevant knowledge about the topic.	There is a reasonable level of written communication which conveys meaning though there may be errors.
Band 1	1–5 marks		There is little attempt to provide a judgement on the question set.	The learner provides limited knowledge about the topic.	There is an attempt to convey meaning though there may be errors.
Award 0 marks for an irrelevant or inaccurate response.					

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

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“The fall of the Girondins had the most significant impact on the development of the Revolution between 1792 and 1795.” Discuss.

Candidates will offer a supported analysis of the fall of the Girondins, measuring its impact – in relation to other relevant issues – on the development of the Revolution in the context of the specified period. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that the fall of the Girondins had the most significant impact on the development of the Revolution during the period may include the following.

- The overthrow of the Girondins during the insurrection of May 1793 resulted in the triumph of the Jacobins and ended the political division that had dogged the legislative assembly.
- The arrest and removal of the Girondins signposted a much more extremist phase of the revolution: in essence a dictatorship dominated by the Jacobin-controlled Committee of Public Safety.
- The removal of the Girondins arguably allowed the Jacobins to dictate the course of events in Year II, which saved the Republic, free from the opposition of the Girondins.
- The insurrection of May/June 1793 was a triumph for the popular movement dominated by the Parisian sans-culottes. As one of the most important *journées* of the revolution it ensured that the Revolution would move towards the left and become more extreme and class based.
- Free from the restraining moderation and financial liberalism of the Girondins, the Jacobins were able to enact much more far-reaching economic policies.

Arguments that suggest that the fall of the Girondins did not have the most significant impact on the development of the Revolution during the period may include the following.

- The ending of the Terror marked the overthrow of a system of highly centralised government under the control of the Committee of Public Safety and its agents.
- The ending of the Terror unleashed a reaction—the White Terror—far greater in scope and brutality than anything following the overthrow of the Girondins.
- Following this, the axis of the revolution tilted towards the bourgeoisie who had been so influential during the years of the National Assembly. The bourgeoisie further benefitted from Thermidorian reaction in that it showed great hostility towards the Jacobin Terror and helped usher in a constitution (1795) in their favour.
- The popular movement was effectively stifled and the hopes of ordinary people—that they would gain significantly from the revolution—were not met.

0 3 “Financial problems posed the most significant challenge to the Directory between 1795 and 1799.” Discuss.

Candidates will offer a supported analysis of the financial problems experienced by the Directory, measuring the significance of their challenge – in relation to other relevant issues – to the Directory in the context of the specified period. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that financial problems posed the most significant challenge to the Directory during the period may include the following.

- The chaos of war had placed a huge burden on the finances of the government, which had to fund military campaigns against both internal and external enemies.
- The war had disrupted foreign trade and meant that there was less revenue from which to raise taxation. The government was forced to rely on the uncertain method of foreign conquests to provide revenue.
- The Directory was faced with an enormous public debt, swollen by war. To resolve this, the bankruptcy of two thirds was decided in 1797, whereby only two third of creditors were paid.
- The value of the paper currency, the *assignat*, fell dramatically as the government resorted to printing more paper notes. This led to a significant spike in inflation.
- The rapid increase in inflation led to food shortages; many farmers were reluctant to sell food and receive payment in the form of a rapidly depreciating currency.

Arguments that suggest that financial problems did not pose the most significant challenge to the Directory during the period may include the following.

- Initially, the Directory needed to restore authority and counter the reaction of the Thermidorians against all extreme republicans. They threatened to destabilise the new regime.
- The re-emergence of counter-revolutionary activity in Brittany in 1797—the Chouans, who were assisted by the British who sent a military force—was a serious threat early in the new regime’s tenure.
- The rise of Royalism was a serious threat that was countered by the Coup of 18 Fructidor.
- Political opposition from the left, with the re-emergence of Jacobinism along with the extremist views of Babeuf and the Conspiracy of Equals, saw the Directory resort to relying on the army to maintain its authority.
- Playing fast and loose with the democratic structures, and resorting to undemocratic measures (suspending elections, purges), tarnished the reputation of the Directory in the eyes of many and lost it support across the political spectrum.