

UNIT 4
DEPTH STUDY 6
FRANCE IN REVOLUTION c.1774-1815
PART 2: FRANCE: REPUBLIC AND NAPOLEON, c.1792-1815
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 role of the sans-culottes in 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. 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 role of the sans-culottes in the French Revolution. Knowledge 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 of the value of the sources including:

- Source A shows the role of the sans-culottes in putting pressure on the National Convention to attack and destroy the factions that they disapproved of, especially the Girondin and aristocrats, the “traitors” / “enemies”, by which they meant the range of counter – revolutionaries in the context of the reversals of 1793, including the assassination of their “prophet” Marat in July of that year. The source is typical of the demands made by the Parisian sans-culottes who felt threatened by the War of the First Coalition and as such provides accurate and reliable evidence of value to an historian who would be aware of the tone of the source and the veracity of the intense violent and extremist language used by the sans-culottes.
- Source B provides evidence of value to an historian who would be aware of the purpose of the source to glorify the sans-culottes and denigrate the factions they consider disloyal to the revolution such as the bourgeoisie (inferred by references to rich members of society) and aristocrats - both of which are implied by reference to powdered, perfumed and pampered theatre goers. Although the origin of the source is unknown the historian would recognise the nature of the claim that the sans-culottes not only protected the revolution at home but were prepared to take up arms abroad. The boastful tone of the source would provide evidence to the historian of the high regard that the sans-culottes felt in their newly acquired role as *citizens* rather than *subjects* and as the protectors of the Revolution.

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- The content of Source C reinforces the demanding tone and the self-interest of the sans-culottes evident in Source A as they pressed for economic and financial controls in the face of the deteriorating conditions in France following invasion and rebellion by the end of the summer of 1793. This source, unlike Source B, would be of value to an historian because of the inference that self-interest in seeking price control was the real aim of the sans-culottes and that was agreed just over three weeks later with the Law of the Maximum. The historian would be able to see that this source was not only reliable and accurate in representing the views of the Section des Sans Culottes but that it illustrated their role in forcing change upon the elected representatives in the National Convention.

Overall, the candidates provide a judgment regarding the value of the sources to an historian studying the role of the sans-culottes in the French Revolution and are able to demonstrate that value through consideration of the tone and nature of the presented sources and understanding of the historical context.

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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

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate sustained and accurate analysis and evaluation of source material with insight and discrimination • provide sustained focus on dealing with the sources in the context of the specific enquiry • offer a sustained judgment regarding the appropriateness of all the sources for the specific enquiry
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate a clear and accurate focus in the analysis and evaluation of source material with insight and discrimination • place the sources in the context of the specific enquiry • offer a clear judgment regarding the appropriateness of the sources for the specific enquiry
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate valid analysis and evaluation of source material with some insight and discrimination • attempt to place the sources in the context of the enquiry; • offer a judgment on the appropriateness of the sources for the enquiry which will be largely general in tone
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate some appropriate comments regarding the analysis and evaluation of source material • make a limited attempt to place the sources in the context of the enquiry • offer a judgment on appropriateness of the sources, often through mentioning omissions
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • comprehend and extract from source material with limited analysis • offer a limited and brief judgment making tentative links to the historical context
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • comprehend and extract from some of the given sources • make some reference to the historical context
Award 0 for incorrect or irrelevant answers		

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

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 far do you agree that Robespierre was mainly concerned with the personal pursuit of power?

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 Robespierre was mainly concerned with the personal pursuit of power. 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 Robespierre was mainly concerned with the personal pursuit of power. In order to reach a substantiated judgement about this issue, candidates may argue that Robespierre was mainly concerned with developing a “Republic of Virtue” rather than the personal pursuit of power. The response might consider supporting the proposition by considering:

- Robespierre’s leading and power role in the Jacobin Club and in the National Convention
- Robespierre’s powerful position on the Committee of Public Safety
- Robespierre’s introduction of the Cult of the Supreme Being and
- Robespierre’s use of the Terror and Great Terror to guillotine potential and actual rivals such as the Representatives en mission, Indulgents and the *Hebertists* factions.

Candidates might consider challenging the proposition in the question by arguing Robespierre was mainly concerned with developing a “Republic of Virtue” The response might consider:

- Robespierre’s modest and moral lifestyle in Paris during the Revolution which earned him the sobriquet of “The Incorruptible”
- Robespierre’s service, including the Self Denying Ordinance in the National Assembly, and his warnings over the likely impact of war during the Legislative Assembly
- Robespierre’s acceptance and support of the Terror as a war winning mechanism in order to save the Nation rather than for personal glory
- Robespierre’s belief and ideology, based on the works of Rousseau, that led to his focus on creating the Republic of Vertu in France.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Robespierre was mainly concerned with the personal pursuit of power.

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.

**‘Nearly all aspects of life in France in 1792 had been transformed by 1815.’
Discuss.**

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 life in France in 1792 had been transformed 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 the extent to which aspects of life in France in 1792 had been transformed by 1815. In order to reach a substantiated judgement about this issue, candidates may argue that though there were massive changes during the period Napoleon had so amended the changes that many of the reforms of the Revolutionary years had been abandoned or diluted. The response might consider supporting the proposition by considering:

- the Monarchy, the position and role of the hereditary aristocracy and experiments in republican governments had been transformed by the establishment of the Empire
- the position of the Church had been transformed by legislation, dechristianisation and the Concordat
- internal provincial rebellions and uprising such as the Federalist Revolt and the Vendee had been controlled and local and national administration was efficient
- the status of France had been transformed by the victories of the revolutionary armies and of course by Napoleon

Candidates might consider challenging the proposition in the question by arguing that in some respects life in France had hardly changed by 1815. The response might consider:

- that for most of population, especially the peasantry, little had changed over the period
- that the economy was in as much in difficulty in 1815 as it had been in 1792 and if anything was less well developed
- that the hereditary nobility, even those who had not gained an Imperial title, or did not use their hereditary titles, still dominated the social and cultural life of France especially in the rural areas
- the Catholic faith and its supporters were as evident in 1815 as in 1792, especially in rural areas

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which nearly all aspects of life in France in 1792 had been transformed by 1815.

ASSESSMENT GRID FOR QUESTIONS 2 AND 3

Target: AO1

Total mark: 30

Focus: *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.*

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> • <i>have a specific focus on discussing the key concept in the question set</i> • <i>offer a valid and balanced discussion about the relationships between key features and characteristics</i> • <i>include specific supporting arguments leading to a substantiated, sustained and integrated judgment</i> • <i>provide an answer which is fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar, and showing appropriate language and structure</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> • <i>focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> • <i>offer a broadly balanced discussion about the relationships between key features and characteristics</i> • <i>include a range of supporting arguments to reach a substantiated and sustained judgment on the question set</i> • <i>communicate clearly with appropriate language and structure and appropriate spelling, punctuation and grammar</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise generally accurate and relevant historical knowledge</i> • <i>mainly focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> • <i>offer some valid discussion about the relationships between key features and characteristics in relation to the key concept set in the question</i> • <i>attempt to provide supporting arguments to reach a broadly balanced judgment on the question set</i> • <i>provide an answer which is clearly expressed with appropriate language, structure and spelling, punctuation and grammar.</i>

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3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some accurate and relevant historical knowledge</i> • <i>have some focus on the key concept in the question set and show evidence of understanding by some analysis and explanation</i> • <i>offer some comments about the relationships between the key issues and features of the historical period</i> • <i>attempt to provide a judgment on the question set</i> • <i>show some appropriate vocabulary, spelling, punctuation and grammar</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some general knowledge of the key issues in the period set</i> • <i>begin to show some evidence of limited understanding and explanation of factors</i> • <i>generally focus on the topic area and have some basic explanation of something in the question</i> • <i>have a limited attempt to provide a judgment on the question set</i> • <i>show some appropriate vocabulary, spelling, punctuation and grammar seen</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>communicate some historical knowledge</i> • <i>limit answers to some comments on the topic with little understanding of the concept set in the question</i> • <i>show some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		

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