



**GCE**

**History A**

**Y214/01: France 1814-1870**

Advanced GCE

**Mark Scheme for June 2019**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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1. Here is the mark scheme for this question paper.

**MARK SCHEME Section A**

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p><b>Which of the following was of greater importance in the growth of opposition to Charles X's rule?</b></p> <p><b>(i) Charles' attitude towards religion</b>  <b>(ii) The Ordinances of St Cloud of July 1830</b></p> <p><b>Explain your answer with reference to both (i) and (ii)</b></p> <ul style="list-style-type: none"> <li>• <b>In dealing with Charles' attitude towards religion</b> answers might suggest that it generated fear as to what he might do</li> <li>• Answers might suggest that he had handed over control of education to the Church in the last years of Louis XVIII's reign as comte d'Artois.</li> <li>• Answers might suggest that the nature of his coronation raised concerns</li> <li>• Answers might consider the rumours of the growing Jesuit influence</li> <li>• Answers might consider rumours of threats to the land settlement (loss of church lands) of the revolution</li> <li>• Answers might consider the links between his religious views and the Ultras</li> <li>• <b>In dealing with the Four Ordinances</b> answers might suggest that it created opposition by attempting to reverse the direction of political developments</li> </ul>	10	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• Judgement must be supported by relevant and accurate material.</li> <li>• Only credit material relevant to 'Charles' attitude towards religion' or the 'Ordinances of St Cloud'.</li> <li>• Answers may deal with each factor in turn, then compare them to reach a judgement, or may take a continually comparative approach. Either approach is acceptable.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>

	(b)	<ul style="list-style-type: none"> <li>• Answers might suggest it was seen as a coup d'état and created opposition</li> <li>• Answers might suggest it was an attack on the rights of the pays legal</li> <li>• Answers might suggest that Charles failed to conduct the coup effectively and this allowed opposition to be displayed</li> <li>• Answers might suggest that his failure to enforce press censorship allowed criticism of the Ordinances.</li> </ul> <p><b>How successful was Louis Philippe's domestic policy?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that his domestic policy was a success answers might consider</b> how the government was able to manipulate the electoral system to gain majorities.</li> <li>• Answers might consider his reaction to events in Lyon in 1831 and 1834 when the city fell under republican control</li> <li>• Answers might consider that he crushed the 1832 Legitimist rising</li> <li>• Answers might consider that it was able to put down a Republican rising in 1831</li> <li>• Answers might consider that he was able to control the Chamber through bribery and corruption</li> <li>• Answers might consider his action against opposition parties with the Law of Associations</li> <li>• Answers might consider the regulation of child</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At higher levels candidates will focus on how successful but at level 4 may simply list success and failures.</li> <li>• At Level 5 and above there will be judgement as to the success.</li> <li>• At higher levels candidates might establish criteria against which to judge the success.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate facts. If not they are assertions.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>
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<p>2</p>	<p>(a)</p>	<p>labour, uniform scale of wages and the legal recognition given to workers' associations</p> <ul style="list-style-type: none"> <li>• Answers might consider the first major steps taken to modernize and industrialise the French economy</li> <li>• <b>In arguing that his domestic policy was not a success</b> it might be argued that little positive domestic policy existed</li> <li>• Answers might consider the failure to widen the franchise and the opposition it created</li> <li>• Answers might consider the failure to win the support of the social elite (Legitimists, Bonapartists)</li> <li>• Answers might consider the lack of social and economic reform</li> <li>• Answers might consider the failure to deal with poverty and poor living conditions</li> <li>• Answers might consider the lack of industrial output, especially in the mid-1840s</li> <li>• Answers might consider the growth of socialism</li> </ul> <p><b>Which of the following was of greater importance in the downfall of Louis Philippe?</b></p> <p><b>(i) Social and economic problems</b>  <b>(ii) The Reform Banquets</b></p> <p><b>Explain your answer with reference to both (i) and (ii)</b></p> <ul style="list-style-type: none"> <li>• <b>In dealing with the social and economic</b></li> </ul>	<p>10</p>	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• Judgement must be supported by relevant and accurate material.</li> <li>• Only credit material relevant to 'social and economic problems' and 'The Reform Banquets'</li> <li>• Answers may deal with each factor in turn, then compare them to reach a judgement, or may take a continually comparative approach. Either approach is acceptable.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>
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	(b)	<p><b>problems</b> answers might suggest that the economic crisis brought severe distress</p> <ul style="list-style-type: none"> <li>• Answers might suggest that it led to starvation as people could not afford bread and this caused riots</li> <li>• Answers might suggest that it led to unemployment and the government was not seen to help</li> <li>• Answers might consider the government reaction, claiming there was nothing they could do</li> <li>• <b>In dealing with the Reform Banquets</b> answers might suggest that they were taken over by extreme Republicans who used them to acquire publicity and preach the need to overthrow the regime</li> <li>• Answers might suggest that in declaring a banquet in Paris illegal it led to a march which could not be controlled and Louis’ decision to dismiss Guizot</li> <li>• Answers might suggest that it led to his fall as his reaction was not resolute and it encouraged further opposition</li> <li>• In dealing with the reform Banquets it was clear the regime had lost the support of the National Guard</li> </ul> <p><b>‘To what extent did Louis XVIII succeed in reconciling the French people to the restoration of the Bourbon monarchy?’</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing he did succeed in reconciling the</b></li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At higher levels candidates will focus on assessing to what extent but at level 4 may simply list reasons for and against the statement.</li> <li>• At Level 5 and above there will be judgement as to what extent.</li> <li>• At higher levels candidates might establish criteria against which to judge whether Britain lost or America won.</li> <li>• To be valid judgements, claims must be supported by</li> </ul>
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		<p><b>French people</b>, answers might consider the terms and impact of the Charter</p> <ul style="list-style-type: none"> <li>• Answers might consider that France was exhausted after war and welcomed an end to it</li> <li>• Answers might consider the financial stability that was brought, the war indemnity was paid off in 1818 and foreign troops left</li> <li>• Answers might consider the impact of the economic recovery</li> <li>• Answers might consider how he restrained the Ultras</li> <li>• Answers might consider Louis' decision not to carry out a counter-revolution following the election of the chambre introuvable</li> <li>• Answers might consider that until 1820 Louis was successful</li> <li>• <b>In arguing that he did not succeed in reconciling the French people</b>, answers might argue that support for Napoleon during the 100 Days and the view that Louis was brought in on the baggage train of the allies suggests he failed</li> <li>• Answers might consider the issue of the flag</li> <li>• Answers might consider how he reintroduced elements of court ritual</li> <li>• Answers might consider the reaction to the murder of the Duke of Berry</li> <li>• Answers might consider the appointment of Villele in 1822</li> <li>• Answers might consider plans to compensate emigres whose land had been confiscated</li> <li>• Answers might consider that after 1820 the Ultras made gains</li> </ul>		<p>relevant and accurate facts. If not they are assertions.</p> <ul style="list-style-type: none"> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>
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