



GCE MARK SCHEME

SUMMER 2019

HISTORY - UNIT 3  
BREADTH STUDY 5

FRANCE: ANCIEN RÉGIME TO NAPOLEON, c. 1715-1815

1100UE0-1

## **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 3**  
**BREADTH STUDY 5**  
**FRANCE: ANCIEN REGIME TO NAPOLEON c. 1715-1815**  
**MARK SCHEME**

**Marking guidance for examiners**

**Summary of assessment objectives for Unit 3**

The questions each 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 each question chosen in this assessment is 30.

**The structure of the mark scheme**

The mark scheme for Unit 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.
- The assessment grid for questions 1 and 2 and that for question 3 differ in that the assessment for question 3 expects candidates to demonstrate understanding of change and/or development over the long term (at least 100 years).

**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 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.*

### **To what extent was the impact of war the main challenge faced by Louis XV between 1715 and 1763?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case to what extent the impact of war was the main challenge faced by Louis XV during the period from 1715 to 1763. 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.

Candidates will offer an analysis and evaluation of whether the impact of war was the main challenge faced by Louis XV during the period from 1715 to 1763. In order to reach a substantiated judgement about this issue, candidates may argue that the impact of war was by far the most important challenge faced by Louis XV during the period from 1715 to 1763. They may support this proposition by suggesting that:

- during the minority of Louis XV, his governments had to deal with the legacy of the War of the Spanish Succession and the Treaty of Utrecht, in that a number of its terms affected France;
- the war of Austrian Succession (1740–1748) affected Louis's governments;
- the Seven Years War (1756–1763)—the second major conflict in under a decade in which France was involved—proved to be disastrous for France in that it resulted in the loss of most of its overseas territories and placed a vast financial burden on the state;
- rivalries with Britain and the Netherlands created a number of tensions, particularly with Britain in India and North America. These posed many difficulties for Louis's ministers.

Candidates might consider challenging the proposition in the question by arguing that although the impact of war was a very important challenge faced by Louis XV during the period from 1715 to 1763, there were other challenges that were also equally significant. The candidates may consider issues such as:

- economic problems during the Regency, and the policies of John Law;
- the restoration of financial stability under Fleury;
- the need to confront the ideas of the philosophes of the French Enlightenment and their attacks on the Catholic Church;
- the rise of the bourgeoisie and their challenge to the fundamental principles of the Absolutist state;
- the growth in population from around 20 million at the end of the 17<sup>th</sup> century to 28 million in the 1760s. This demographic change placed pressure on French urban and rural society.

Overall candidates will offer a debate and come to a substantiated judgement on whether the impact of war was the main challenge faced by Louis XV during the period from 1715 to 1763.

## 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 the Terror (1793–1794) was the most significant change in the politics and government of France between 1774 and 1804?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question—whether the Terror (1793–1794) was the most significant change in the politics and government of France between 1774 and 1804. 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.

Candidates will offer an analysis and evaluation of whether the Terror (1793–1794) was the most significant change in the politics and government of France between 1774 and 1804. In order to reach a substantiated judgement about this issue, candidates may argue that the Terror (1793–1794) was indeed the most significant change in the politics and government of France in this period. They may suggest that:

- the Terror came into existence partly to save the Republic from its external enemies, by mobilising the forces of the state through the *levee en masse*;
- in addition to the external enemies of the state, the Terror also confronted head-on its internal enemies and dealt ruthlessly with the forces of counter-revolution through a number of measures, among the then the Law of Suspects and the Law of 22 Prairial; Justice was accelerated through the Revolutionary Tribunal;
- due in no small measure to the efforts of the Terror, the Committee of Public Safety provided France with strong centralised government that enabled its well-supplied armies to defeat both internal and external enemies and preserve the Republic;
- the Terror did allow for measures to create a Republic of Virtue, and there were plans to institute measures of wealth redistribution.

Candidates might consider challenging the proposition in the question by arguing that while the Terror saw a significant change in the politics and government of France there were a number of comparative changes of equal significance. Candidates may suggest that:

- few events had a more dramatic impact on France than the outbreak of the Revolution in 1789, the collapse of Royal government and all that flowed from it;
- the declaration of war in the spring of 1792 was a key event. Various groups in France all had their own motives for going to war. The upshot was that the defeat of French forces led to the overthrow of the monarchy and the establishment of the First Republic;
- few measures were more divisive than the Civil Constitution of the Clergy, which compelled Catholics to take sides—either backing the revolution or their Church.

- the Coup of Brumaire, which brought down the Directory and propelled Napoleon to the position of First Consul, was a significant event that, unbeknown to many would mark the beginning of his domination of France;
- Napoleon's decision to get rid of the Consulate and proclaim himself Emperor in 1804 was a change of huge magnitude.

Overall candidates will offer a debate and come to a substantiated judgement regarding whether the Terror (1793–1794) was the most significant change in French politics and government between 1774 and 1804.

### 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 evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.*

#### **‘The greatest changes in French society and economy during the period from 1715 to 1815 were those that affected the Catholic Church.’ 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 the greatest changes in French society and economy during the period from 1715 to 1815 were those that affected the Catholic Church. Candidates are able to offer a valid and balanced discussion covering the period set about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance.

Candidates will offer an analysis and evaluation of the extent to which the greatest changes in French society and economy during the period from 1715 to 1815 were those that affected the Catholic Church. In order to reach a substantiated judgement about this issue, candidates may argue that there is clear evidence that the Catholic Church underwent great change in this period. They may suggest that:

- the Church lost its land and right to collect tithes. It was stripped of its income, and its main asset—land—was effectively nationalised by the French state and its priests paid a salary by the government;
- the Civil Constitution of the Clergy and the Clerical Oath were imposed on the Church by the National Assembly. They compelled the Church to adopt a measure of democracy and, in the process, managed to split the clergy as Refractory priests refused to take the new oath;
- during the Terror, the extreme Jacobins launched a campaign of de-Christianisation that sought to destroy Catholicism and replace it with a new civic religion: the Cult of the Supreme Being.

Candidates may consider challenging the proposition in the question by arguing that, although the position of the Catholic Church in France underwent great change during the period from 1715 to 1815, other changes of equal importance affected French society and the French economy. They may note:

- the significant way in which taxation was changed. From a structure where the exemption system under the *ancien régime* placed the burden on the Third Estate to a structure in which, after 1789, the burden was in theory shared equally among all;
- during the *ancien régime*, the Estates of the Realm dictated the position of all individuals within society. Movement between the estates was difficult but not impossible. After 1789, the estates were abolished and all were—in theory—equal as citizens. Under Napoleon, equality before the law and careers open to talent became firmly established.

- the rise of the bourgeoisie during the *ancien régime* and their pressure in helping to bring about the revolution and dictating its subsequent course, which were very important. Also important, although of a more transient nature, was the impact of the *sans-culottes*. These were significant social changes;
- the economy of France and its financial institutions underwent dramatic change during this period. Capitalism became established and the economy expanded only to suffer setbacks and modifications after 1789. When war broke out in 1792, the impact was even more pronounced.

Overall candidates will offer a debate and come to a substantiated judgement regarding whether or not the greatest changes in French society and economy during the period from 1715 to 1815 were those that affected the Catholic Church.

## UNIT 3: THE BREADTH STUDY MARK SCHEME for 2019

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.

<b>Band 6 CHARACTERISTICS</b>		<i>The response is specifically focused on covering the whole or nearly all of the set period and debating the key concept in the question set and provides a substantiated, sustained and integrated judgement. It demonstrates accurate, relevant and precise knowledge of the key features and characteristics associated with the theme</i>	
Lucid; convincing; debating			
<b>B6H</b>	<b>30</b>		
		The response engages with the exact key concept in the question set covering the whole of the set period. It discusses the fuller range of features and characteristics associated with the relevant theme. The response provides a fully analytical, evaluative and lucid essay with a fully convincing and substantiated judgement.	
<b>B6S</b>	<b>27</b>	The response engages with the key concept in the question set covering nearly all of the set period. It discusses the fuller range of features and characteristics associated with the relevant theme. The response provides an analytical, evaluative and lucid essay with a convincing and substantiated judgement.	
<b>Band 5 CHARACTERISTICS</b>		<i>The response is mainly focused on covering the greater part of the set period and debating the key concept in the question set. It demonstrates mostly accurate and relevant knowledge of the key features and characteristics associated with the theme. It provides a supported, balanced and appropriate judgement</i>	
Coherent; engaging; debating			
<b>B5H</b>	<b>25</b>		
			The response engages with the key concept and is covering the greater part of the set period in the question set. It discusses a range of features and characteristics associated with the relevant theme. The response provides an evaluative and well written essay with a balanced and appropriate judgement.
<b>B5S</b>	<b>23</b>		The response engages with the key concept and is covering the greater part of the set period in the question set. It discusses a range of features and characteristics associated with the relevant theme. The response provides an evaluative and well written essay with an appropriate judgement
<b>B5C</b>	<b>21</b>	The response begins to show some characteristics of Band 5. <i>[This can be used for good conceptual responses which do not cover most of the period, especially in Section B.]</i>	

<b>Band 4 CHARACTERISTICS</b> Meaningful discussion; mini judgements		<i>The response attempts to cover most of the set period and discusses the key concept in the question set. It demonstrates some accurate and relevant knowledge of the key features and characteristics associated with the theme. It provides a supported judgement</i>
<b>B4H</b>	<b>20</b>	The response is mainly focused on covering most of the set period and there will be a meaningful discussion of how the main features and characteristics associated with the theme had an impact on the key concept. There will be a balanced judgement though some slight drift may be apparent.
<b>B4S</b>	<b>18</b>	The response begins to discuss the key concept and covers most of the period in the question set. There will be an attempt to outline features and characteristics associated with the theme. There may well be a series of mini judgements 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> Two sided; listing; assertions		<i>The response has some patchy period coverage; there is some accurate and relevant knowledge of the main issues associated with the relevant theme</i>
<b>B3H</b>	<b>15</b>	The response tends to focus on using a highly structured series of features and characteristics associated with the theme. The response will offer a judgement with some support, often by considering factors for and against. There will be some patchy period coverage
<b>B3S</b>	<b>13</b>	The response tends to be in the form of a generalised, listing of features and characteristics associated with the theme.
<b>Band 2 CHARACTERISTICS</b> Narrative; descriptive; tagged-on		<i>The response is largely based on the general theme but is descriptive / narrative; period coverage will be narrow or lack chronology</i>
<b>B2H</b>	<b>8</b>	The response is a predominantly descriptive/narrative account of the features and characteristics associated with the theme. There will be a “tagged on” judgement.
<b>B2S</b>	<b>6</b>	The response is limited to a descriptive/narrative account of the features and characteristics associated with the theme, with no judgement attempted.

<b>Band 1 CHARACTERISTICS</b> Brief; undeveloped; largely irrelevant		<i>The response is 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 associated theme.
<b>B1S</b>	<b>3</b>	The response is very brief and / or largely irrelevant.
	<b>0</b>	Use for incorrect answers