



AS Level History A

Y243/01 The French Revolution and the rule of Napoleon 1774-1815

MARK SCHEME

Duration: 1 hour 30 minutes

MAXIMUM MARK 50

This document consists of 15 pages

PREPARATION FOR MARKING ON-SCREEN

1. Make sure that you have accessed and completed the relevant and training packages for on-screen marking: *scoris assessor Online Training* and the *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the Instructions for On-Screen Marking and the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses and the **required number** of standardisation responses.

PREPARATION FOR PAPER BASED MARKING

1. Make sure that you have accessed and completed the relevant training for paper based marking.
2. Make sure that you have read and understood the Instructions for Specialist Marking and the mark scheme and the question paper for this unit.
3. Before the Standardisation meeting you must mark at least 10 scripts from several centres. Use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting

MARKING INSTRUCTIONS – FOR MARKING ON-SCREEN AND FOR PAPER BASED MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. (The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate). When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. (The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)

Short Answer Questions (requiring a more developed response, worth two or more marks)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
- there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

10. These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation

11. Here are the subject specific instructions for this question paper

Subject specific marking instructions that apply across the whole question paper must appear here. These must be compatible with the OCR Marking Instructions above. Include here any instructions for marking when a candidate has infringed the rubric.

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

MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p>To what extent had France changed from the outbreak of the Revolution to the end of 1789?</p> <ul style="list-style-type: none"> • In arguing that France had changed, answers might consider that the ancient regime had been abolished. • Answers might consider that the issuing of the Declaration of the Rights of Man made men free and equal in their rights. • Answers might consider that special privileges had been abolished and all citizens were eligible for office. • Answers might consider that venality had been abolished. • Answers might consider that financial and tax privileges had been abolished. • Answers might consider that tithes had been abolished and its impact on the power of the Church. • Answers might consider the ‘suspensive veto’ given to the King. • Answers might consider the impact of the October days on the power of the king. • In arguing that the changes were limited, it might be argued that the monarchy still existed and that Louis adopted a policy of non-co- 	30	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to whether France had changed or not. • At higher Levels candidates might establish criteria against which to judge whether France had changed. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • 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.

<p>2</p>		<p>operation.</p> <ul style="list-style-type: none"> • Answers might consider that there was no suggestion of abolishing the monarchy. • Answers might consider that Executive power was still the preserve of the king. • Answers might consider that the assembly wanted a compromise with the king. <p>Assess the reasons for the emergence of government by Terror in the summer of 1793.</p> <ul style="list-style-type: none"> • In arguing that it was because of threats to the Republic, answers might argue there were serious challenges to the republic both internally and externally which could threaten its survival. • Answers might consider the impact of the war crisis of 1792-3 • Answers might consider that to crush the threats to the Revolution the republic needed the support of the people • Answers might consider that to gain the support of the people popular demands would have to be granted. • Answers might consider that in a state of emergency no government could rule by normal methods. • Answers might consider the development of anti-republican opposition from former members of the nobility, priests and monarchists. • Answers might consider the military crisis and defeats. 	<p>30</p>	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to the relative importance of the reasons. • At higher Levels candidates might establish criteria against which to judge the relative importance of the reasons. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • 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.
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3		<ul style="list-style-type: none"> • Answers might consider the internal threats from royalists. • In arguing that there were other reasons, answers might argue that it was vital the bourgeoisie retained control and should therefore introduce measures to satisfy the people. • Answers might consider that the economic crisis meant extreme measures were needed. • Answers might consider the need to bring in extreme measures to remove anti-Republican forces. • Answers might consider the outbreaks of unrest within France, such as the Vendee rising. • Answers might consider the impact of the overthrow of the Girondins. • Answers might consider the impact of the federal revolt. • Answers might consider the roles of the Committee of General Security and the Committee of Public Safety. <p>'In 1789 French society remained fundamentally aristocratic; but this traditional social structure was now being undermined by the evolution of the economy, which was giving added importance to personal wealth and was enhancing the power of the middle class.'</p> <p>From: Albert Soboul, <i>The French Revolution 1787-1799</i>, 1989</p>	20	<ul style="list-style-type: none"> • No set answer is expected • Candidates must use their knowledge and understanding of the historical context and the wider historical debate surrounding the issue to analyse and evaluate the given interpretation. • Candidates must refer to at least one other interpretation. • The quality of analysis and evaluation of the interpretations should be considered when assigning
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		<p>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied</p> <ul style="list-style-type: none"> • The historical debate centres round the different ways in which the origins of the French Revolution have been interpreted: an economic and social interpretation, the importance of the intellectual and cultural background and a synthesis of these views • In analysing the strengths and limitations of the interpretation, answers might consider that the intellectual and cultural background to the revolution is just as important. • In analysing and evaluating the strengths of the given interpretation, answers might use knowledge and understanding of: <ul style="list-style-type: none"> • the growing importance of the commercial and industrial bourgeoisie in France • the extent to which their economic power was stronger than the nobility • the exclusion from power of the bourgeoisie by the nobility • the impact of the war in America on finances and how this benefited the bourgeoisie • In analysing the limitations of the given interpretation, answers might use knowledge and understanding of: <ul style="list-style-type: none"> • The extent to which it was just a class struggle • The extent to which the social structure was changed 		<p>answers to a level, not the quantity of other interpretations included in the answer.</p> <ul style="list-style-type: none"> • Other interpretations considered as part of analysis and evaluation do not need to be attributed to specific named historians, but they must be recognisable historical interpretations, rather than the candidate's own viewpoint. • Answers may include more on strengths or more on limitations and there is no requirement for a 50/50 split in evaluation, however for Level 5 there should be well-supported evaluation of both and for Level 4 supported evaluation on both, in line with levels descriptors. • Candidates are not required to construct their own interpretation.
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			<ul style="list-style-type: none">• The importance of political categories as opposed to social ones• The extent to which the Revolution was a political revolution• Other interpretations that might be used in evaluation of the given interpretation are:• The intellectual and cultural background to 1789 and the advanced democratic ideas of the Enlightenment and philosophes• The problem of finance and government caused by war, bad harvests• The conservative political and social attitudes in France which prevented the government from tapping into its wealth		
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APPENDIX 1 – this contains a generic mark scheme grid

	<i>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.</i>
	Generic mark scheme for Section A, Questions 1 and 2: Essay [30]
Level 5 25–30 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
Level 4 19–24 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
Level 3 13–18 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Level 2 7–12 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
Level 1 1–6 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

	<i>A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	Generic mark scheme for Section B, Question 3: Interpretation [20]
Level 5 17–20 marks	The answer has a very good analysis of the interpretation. It uses detailed and relevant knowledge of the historical context and shows thorough understanding of the wider historical debate, in the form of detailed examination of other interpretations, in order to produce a well-supported evaluation of both the strengths and weaknesses of the given interpretation.
Level 4 13–16 marks	The answer has a good analysis of the interpretation. It uses relevant knowledge of the historical context and good understanding of the wider historical debate, in the form of examination of other interpretations, in order to produce a supported evaluation of both the strengths and weaknesses of the given interpretation.
Level 3 9–12 marks	The answer has a partial analysis of the interpretation. It uses some relevant knowledge of the historical context and shows partial understanding of the wider historical debate, in the form of reference to other interpretations, in order to evaluate the strengths and weaknesses of the given interpretation. The evaluation may be un-even with only limited treatment of either limitations or strengths, but both will be addressed.
Level 2 5–8 marks	The answer has a limited analysis of the interpretation. It uses generalised knowledge of the historical context and shows limited understanding of the wider historical debate, in the form of generalised reference to other interpretations, in order to produce a limited evaluation of the given interpretation. The evaluation may deal with either strengths or limitations in a very superficial way, or may only address limitations or strengths.
Level 1 1–4 marks	The answer has a very limited analysis of the interpretation which may be descriptive and relate more to the topic area than the detail of the interpretation. It uses very limited and generalised knowledge of the historical context and shows very limited or no understanding of the wider historical debate, with reference to other interpretations being implicit or lacking, in order to produce a very simplistic, asserted evaluation of the given interpretation.
0 marks	No evidence of understanding or reference to the interpretation.

Use this space for a generic mark scheme grid that applies across the question paper, where applicable.

APPENDIX 2 – this section contains additional subject specific information

Use this space if you have extensive subject specific information that is inappropriate to include elsewhere.