

**GCE**

**History A**

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

A Level

**Mark Scheme for June 2023**

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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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## MARKING INSTRUCTIONS

PREPARATION FOR MARKING  
SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood 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 (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

## 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. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*
10. For answers marked by levels of response: Not applicable in F501
- 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

## 11. Annotations

Annotation	Meaning of annotation
<b>BP</b>	Blank Page
	Highlight
Off-page comment	
<b>A</b>	Assertion
<b>AN</b>	Analysis
<b>EVAL</b>	Evaluation
<b>EXP</b>	Explanation
<b>F</b>	Factor
<b>ILL</b>	Illustrates/Describes
<b>IRRL</b>	Irrelevant, a significant amount of material that does not answer the question
<b>J</b>	Judgement
<b>KU</b>	Knowledge and understanding
<b>P</b>	Provenance
<b>SC</b>	Simple comment
	Unclear
<b>V</b>	View

## 12. Subject Specific Marking Instructions

Question		Answer	Mark	Guidance
1	(a)	<p><b>Which of the following had the greater impact on Napoleon III's position in France?</b></p> <p style="padding-left: 40px;">(i) The Mexican adventure (ii) The Austro-Prussian War</p> <p><b>Explain your answer with reference to both (i) and (ii).</b></p> <p><b>In dealing with The Mexican adventure</b>, answers might consider that it caused many to question his judgement and grasp of foreign affairs.</p> <ul style="list-style-type: none"> <li>• It showed his power of self-delusion believing he could establish a Mexican Empire in Central America</li> <li>• He maintained troops there for three years</li> <li>• The death of Maximilian lost Napoleon support and it damaged Napoleon's reputation</li> <li>• He failed to please French clerics</li> </ul> <p><b>In dealing with the Austro-Prussian War of 1866</b> answers might consider the failure to gain territorial compensation for remaining neutral</p> <ul style="list-style-type: none"> <li>• It showed how easily Napoleon's impartiality could be gained by securing Venetia for Italy</li> <li>• It weakened the French position in Europe as Prussia emerged stronger with a quick victory French opinion drove Napoleon to seek compensation and this would lead to the Franco-Prussian war in 1870</li> <li>• Opposition politicians were able to use it to discredit Napoleon</li> <li>• National pride was humiliated</li> </ul>	10	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</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 question.</li> <li>• Answers may deal with each factor in turn, then compare them to reach a judgement, or 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>

Question		Answer	Mark	Guidance
1	(b)*	<ul style="list-style-type: none"> <li>• Clerics were outraged by the triumph of a protestant power</li> </ul> <p><b>Assess the reasons for the July Revolution of 1830.</b></p> <p><b>In arguing that the short term causes were the most important reason,</b> answers might consider:</p> <ul style="list-style-type: none"> <li>• Charles X's link with the Ultras and appointment of Polignac</li> <li>• Charles X religious policies, his coronation, religious orders were allowed to resume their activities and new religious societies were established</li> <li>• Charles' religious policies angered the strong anti-clerical feeling in France</li> <li>• Press censorship</li> <li>• Journalists and publishers were imprisoned</li> <li>• Charles' policy over education which gave control to the Church</li> <li>• Economic depression</li> <li>• Charles appeared willing to undermine the Charter</li> <li>• Charles' reluctance/inability to use force in July 1830</li> </ul> <p><b>In arguing that other factors were more important,</b> answers might consider:</p> <ul style="list-style-type: none"> <li>• The legacy of the French Revolution and divisions between supporters of different types of regime</li> <li>• A desire by many to retain the gains of the Revolution that they thought the Bourbons were undermining</li> <li>• Support for a republic</li> </ul>	20	<p>The indicative content lists features of the period studied that relate to the question set.  <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on evaluating the factors but at Level 4 may simply list the reasons for the Revolution</li> <li>• At Level 5 there will be judgement as to the most important reason</li> <li>• At higher levels candidates might establish criteria against which to judge the reasons</li> <li>• To be valid judgements, claims must be supported by accurate and relevant material, 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 the descriptions in the levels mark scheme.</li> </ul>



Question		Answer	Mark	Guidance
2	(a)	<ul style="list-style-type: none"> <li>Charles' handling of the Chamber of Deputies in 1830</li> <li>The issuing of the Four Ordinances in July 1830</li> <li>The actions in Paris in response to the Four Ordinances</li> <li>Charles' failure to arrest opposition leaders</li> <li>The disillusionment of the <i>pays legal</i></li> </ul> <p><b>Which of the following created the greater problems for Louis XVIII?</b></p> <p>(i) The legacy of the French Revolution and Napoleon</p> <p>(ii) The first and second restorations by the allies</p> <p>Explain your answer with reference to both (i) and (ii)</p> <p><b>In dealing with the legacy of the French Revolution and Napoleon</b> answers might consider that many wanted to maintain the gains of the Revolution</p> <ul style="list-style-type: none"> <li>Republicanism had the support of many, given the gains of the peasants and the middle class</li> <li>France had been a great power under Napoleon and wanted to return to this position</li> <li>Napoleon had been a charismatic leader</li> <li>Even royalists did not want the <i>ancien regime</i> restored</li> </ul> <p><b>In dealing with the Restorations</b> answers might consider that the Bourbons were only in power because of the allies</p> <ul style="list-style-type: none"> <li>Louis had been driven out by Napoleon in 1814 and was restored only because of the allies</li> </ul>	10	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</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 question.</li> <li>Answers may deal with each factor in turn, then compare them to reach a judgement, or 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>

Question		Answer	Mark	Guidance
2	(b)*	<ul style="list-style-type: none"> <li>The second restoration led to harsher terms being imposed which created unpopularity</li> <li>The Allies stationed troops in France and they were billeted on the local population</li> <li>The Second restoration was a humiliation</li> </ul> <p><b>How successful was Louis Napoleon's (Napoleon III) domestic policy?</b></p> <p><b>In arguing that his domestic policy was successful, answers might consider:</b></p> <ul style="list-style-type: none"> <li>The rebuilding of Paris and the work of Haussmann</li> <li>The rebuilding of Paris provided work</li> <li>Rebuilding was carried out in other French towns</li> <li>The rebuilding helped Napoleon's image</li> <li>The establishment of new banks was encouraged, the most notable was the Credit Mobilier</li> <li>The railway network was expanded, leading to 17,700 km of track</li> <li>There was some industrial development encouraged by railway building</li> <li>Availability of credit helped transport developments</li> <li>Foreign commerce trebled with the free trade policy</li> <li>The dictatorship of 1851-9 was modified with the Liberal Empire</li> <li>There was greater political debate in the last years and those who wanted a parliamentary system of government were content</li> <li>Workers were given the right to form unions and strike</li> </ul>	20	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>No set answer is expected.</li> <li>At higher levels candidates will focus on evaluating his domestic policy but at Level 4 may simply list successes and failures</li> <li>At Level 5 there will be judgement as to how successful</li> <li>At higher levels candidates might establish criteria against which to judge success</li> <li>To be valid judgements, claims must be supported by accurate and relevant material, 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 the descriptions in the levels mark scheme.</li> </ul>

Question	Answer	Mark	Guidance
	<p><b>In arguing that his domestic policy was not successful,</b> answers might consider:</p> <ul style="list-style-type: none"> <li>• The rebuilding of Paris did not provide improved accommodation for the workers</li> <li>• Speculation was encouraged which caused resentment among traditional financiers</li> <li>• The credit-economy was a failure</li> <li>• Credit Mobilier collapsed</li> <li>• The traditional elite criticised the enterprise culture and support for the middle class</li> <li>• There was little improvement in life for the masses</li> <li>• The Authoritarian Empire was oppressive with 9000 transported to Algeria</li> <li>• The press was restricted during the Authoritarian Empire</li> <li>• There was little investment in agriculture or industry</li> <li>• The Liberal Empire was not fully established before the outbreak of the Franco-Prussian war</li> </ul>		

Question	Answer	Mark	Guidance

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>
	<b>Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]</b>
<b>Level 6</b> 9–10 marks	Both factors are thoroughly analysed and evaluated using accurate and detailed knowledge and understanding of key features of the period, in order to reach a developed and substantiated judgement in relation to the question.
<b>Level 5</b> 7–8 marks	Both factors are analysed and evaluated using generally accurate and detailed knowledge and understanding of key features of the period, in order to reach a substantiated judgement in relation to the question.
<b>Level 4</b> 5–6 marks	Both factors are analysed and evaluated using relevant knowledge and understanding of key features of the period, however treatment of factors may be un-even with analysis and evaluation of one of the two being only partial. Analysis and evaluation is used to support a reasonable judgement in relation to the question.
<b>Level 3</b> 3–4 marks	Both factors are analysed and evaluated in a partial way, using some relevant knowledge of key features of the period, in order to make a basic judgement in relation to the question.
<b>Level 2</b> 2 marks	Limited and generalised knowledge of the period is used to attempt a limited analysis or evaluation of both factors, and this is linked to a very simplistic judgement.
<b>Level 1</b> 1 mark	Very limited and generalised knowledge of the period is used to attempt a very limited analysis or evaluation of one of the factors. The other factor is either not considered or there is very limited information or description of the factor with no attempt to use this knowledge. If there is a judgement, this takes the form of assertion.
0 marks	Nothing of any relevance to the factors.

	<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>
	<b>Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]</b>
<b>Level 6</b> 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
<b>Level 5</b> 13–16 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.
<b>Level 4</b> 10–12 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.
<b>Level 3</b> 7–9 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.
<b>Level 2</b> 4–6 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.
<b>Level 1</b> 1–3 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.

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