



Oxford Cambridge and RSA

**GCE**

**History A**

**Y243/01: Non-British period study: The French Revolution  
and the rule of Napoleon 1774-1815**

AS 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
  - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **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*	<p><b>How important was the flight to Varennes in bringing about the overthrow of the French monarchy?</b></p> <p><b>In considering the importance of the flight to Varennes, answers might consider:</b></p> <ul style="list-style-type: none"> <li>• It destroyed trust in Louis</li> <li>• It raised doubts about the seriousness of his support for constitutional monarchy</li> <li>• It increased support for republicanism</li> <li>• Louis left behind a proclamation denouncing the Revolution</li> <li>• Louis had failed to understand the popularity of the changes that had taken place since 1789</li> <li>• The credibility of the new constitution was undermined</li> <li>• The King lost remaining popularity</li> </ul> <p><b>In considering the importance of other factors in bringing about the overthrow of the French monarchy, answers might consider:</b></p> <ul style="list-style-type: none"> <li>• The outbreak of war with Austria in 1792</li> <li>• The Declaration of Pillnitz</li> <li>• The presence of emigre troops on the north-eastern border made the revolutionaries suspicious of the monarchy</li> </ul>	30	<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 Level 5 there will be a judgement as to the importance of the flight to Varennes</li> <li>• At Level 5 answers might establish criteria against which to judge the importance</li> <li>• To be valid, judgements must be supported by relevant and accurate 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 descriptions in the mark scheme.</li> </ul>

		<ul style="list-style-type: none"><li>• Supporters of war saw it as a chance to make the revolution more radical</li><li>• The role of the sans-culottes and their occupation of the Tuileries</li><li>• Louis use of the veto and his dismissal of the Girondin ministers</li><li>• Rumour Marie-Antoinette was plotting with Austria</li><li>• The attack on the Tuileries</li><li>• The issuing of the Brunswick Manifesto</li></ul>		
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Question	Answer	Mark	Guidance
2*	<p><b>‘Napoleon’s personal failings were the most important reason in bringing about his fall from power.’ How far do you agree?</b></p> <p><b>In considering the importance of Napoleon’s personal failings, answers might consider:</b></p> <ul style="list-style-type: none"> <li>• His obstinacy and failure to accept reality in ignoring advice not to invade Spain</li> <li>• He did not consider the problems of an invasion of Russia</li> <li>• He was unwilling to accept peace terms in 1813</li> <li>• His lapses of judgement meant he lost the confidence of his advisers, such as Fouché and Talleyrand</li> <li>• His devotion to his family led to them being given responsibilities in the empire that they could not manage, seen in Spain</li> <li>• The decline in Napoleon’s health and physical condition, this led to Waterloo being conducted in lacklustre way</li> </ul> <p><b>In considering the importance of other factors, answers might consider:</b></p> <ul style="list-style-type: none"> <li>• War-weariness in France, which was apparent in 1814, led to a desire for peace</li> <li>• Unwilling to rally for the ‘patrie’ so that the financial and human losses ended</li> <li>• The reform in tactics and organisation of Napoleon’s enemies</li> <li>• Napoleon’s surprise tactics were no longer a surprise</li> </ul>	30	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</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 Level 5 there will be a judgement as to the extent to which Napoleon’s personal failings explain his fall from power compared to other factors</li> <li>• At Level 5 answers might establish criteria against which to judge the validity of the statement</li> <li>• To be valid, judgements must be supported by relevant and accurate 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 descriptions in the mark scheme.</li> </ul>

		<ul style="list-style-type: none"><li>• The nature of French armies had changed since 1807, composed less of Frenchmen</li><li>• High casualties meant inferior troops were recruited</li><li>• Volunteers from the Empire undermined the cohesion of the army</li><li>• Napoleon had to rely more on frontal attacks</li><li>• Napoleon's enemies were more united by 1814</li><li>• Napoleon had failed to defeat Britain and they could finance the Coalition</li><li>• Patriotism in Britain meant it was willing to finance a long war</li><li>• A growing sense of nationalism in Europe, particularly Spain</li><li>• Spanish ulcer drained French resources</li><li>• Russia campaign deprived Napoleon of supplies</li></ul>		
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Question	Answer	Mark	Guidance
3	<p><b>‘Napoleon’s military achievements were of a high order and he deserves to be seen as a military genius.’</b>  <b>From: Mike Wells, The French Revolution and the Rule of Napoleon, 1774-1815, published in 2018</b></p> <p><b>Evaluate the strengths and limitations of this interpretation of Napoleon military achievements in the period to 1807, making reference to other interpretations that you have studied.</b></p> <p>The historical debate centres on the extent to which Napoleon should be seen as a military genius.</p> <p>In analysing and evaluating the strengths and weaknesses of the interpretation, answers might consider that the statement is, at first sight, convincing as Napoleon won a series of victories</p> <p><b>In analysing and evaluating the strengths of the given interpretation,</b> answers might use knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Napoleon used the sustained offensive to achieve rapid and decisive results</li> <li>• He forced his enemies to over-extend their lines and got his opponents to disperse whilst he concentrated his forces to make a breakthrough</li> <li>• He used the tactic of envelopment</li> <li>• The organization of his army with self-contained army-corps and the avoidance of</li> </ul>	30	<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>• 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.</li> <li>• Candidates must refer to at least one other interpretation.</li> <li>• The quality of analysis and evaluation of the interpretations should be considered when assigning answers to a level, not the quantity of other interpretations used in the answer.</li> <li>• Other interpretations considered as part of evaluation and analysis do not need to be attributed to specific named historians, but they must be recognisable historical interpretations, rather than the candidate’s own viewpoint.</li> <li>• Answers may include more on strengths or more on limitations and there is no requirement for a 50/50 split in the evaluation, however for level 5 there should be well supported evaluation of both and for level 4 supported evaluation of both, in line with levels descriptors.</li> <li>• Candidates are not required to construct their own interpretation.</li> </ul>

		<p>slow moving supply trains.</p> <ul style="list-style-type: none"> <li>• Napoleon gave the army energy and a high level of morale</li> <li>• The victory at Austerlitz alone suggests he was a genius</li> </ul> <p><b>In analysing and evaluating the weaknesses of the given interpretation,</b> answers might use knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Napoleon was not a military thinker and most of his ideas had been used by others</li> <li>• His victories depended upon the errors of others, seen in 1805</li> <li>• There was little co-operation between the members of the coalitions</li> <li>• Napoleon made mistakes and had to be rescued by others, as seen at Marengo</li> <li>• Strategic manoeuvres did not always bring success, as seen at Eylau</li> <li>• Napoleon was less successful in naval warfare</li> </ul> <p><b>Other interpretations that might be used in evaluation of the given interpretation are:</b></p> <ul style="list-style-type: none"> <li>• Interpretations which explore the divisions among Napoleon's enemies which led to his victories</li> <li>• Interpretations which argue that the Peace was no more decisive than the cabinet wars of the previous century</li> <li>• Interpretations which conclude that Napoleon was lucky rather than a military genius.</li> </ul>		
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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>
	<b>Generic mark scheme for Section A, Questions 1 and 2: Essay [30]</b>
<b>Level 5</b> 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 most part substantiated.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	<b>Generic mark scheme for Section B, Question 3: Interpretation [20]</b>
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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.

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