

GCE

History A

**Unit : Y213/01 The French Revolution and the rule of Napoleon
1774 - 1815**

Advanced GCE

Mark Scheme for June 2017

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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

Annotation	Meaning of annotation
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Unclear
	View

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix

MARK SCHEME Section A

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p>Which had greater impact on ideological developments in France? (i) the ideas of the Enlightenment (ii) the American Revolution Explain your answer with reference to both (i) and (ii)</p> <p>In dealing with the Enlightenment answers might suggest that the ideas challenged absolute monarchy.</p> <ul style="list-style-type: none"> • Answers might suggest that the ideas upheld a belief in liberty and was critical of the ancien regime. • Answers might suggest that the philosophes attacked the Church and despotic government. • Answers might suggest that the ideas influenced men who would become revolutionaries. <p>In dealing with the American Revolution,</p> <ul style="list-style-type: none"> • Answers might suggest that soldiers who fought in the war were exposed to ideas such as liberty. • Answers might suggest that when soldiers returned home they demanded liberty and democracy. • Answers might suggest that the finances needed to pay for the war had an impact on attitudes to paying tax. 	10	<ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • 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. • 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.

2	(a)	<p>Which was of greater significance in bringing about the defeat of Napoleon? (i) the Continental System (ii) the invasion of Russia Explain your answer with reference to both (i) and (ii)</p> <p>In dealing with the Continental System</p> <ul style="list-style-type: none"> • Answers might suggest that it led to the invasion of Russia. • Answers might suggest that it led to the need for further conquests to try and close mainland Europe to British exports. • Answers might suggest that it encouraged the attack on the Iberian peninsula. <p>In dealing with the invasion of Russia,</p> <ul style="list-style-type: none"> • Answers might suggest that the invasion resulted in the destruction of the Grand Armee. • Answers might suggest that he lost a significant amount of artillery and horses. • Answers might suggest that it led to a new anti-French coalition, which finally resulted in all the powers being at war with Napoleon. 	10	<ul style="list-style-type: none"> • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • 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. • 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>• No set answer is expected.</p>
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2	(b)*	<p>How important was the role of Louis XVI in the collapse of the ancien regime?</p> <p>In arguing that Louis XVI role was important, answers might argue that the character and personality of the king made him unsuitable to rule.</p> <ul style="list-style-type: none"> • Answers might consider that he failed to give support to reforming ministers. • Answers might consider the inability of the king to manage factions at court. • Answers might consider that his summoning of the Estates General was a sign of desperation. • Answers might consider that Louis reacted to, rather than controlled events. • Answers might consider that Louis was overwhelmed by the financial crisis. <p>In arguing that there were other reasons for the collapse of the Ancien regime, answers might argue that the system and levels of taxation were unfair.</p> <ul style="list-style-type: none"> • Answers might consider that the ideas of the Enlightenment and philosophes encouraged the collapse. • Answers might consider that the influence of the American revolution was important. • Answers might consider that the privileges of the first two estates caused unrest. • Answers might consider the power and influence of the Church. • Answers might consider the impact of the financial crisis. • Answers might consider the failure of the reform process and impact of the political crisis. • Answers might consider the impact of the economic crisis, bad harvests and food shortages. 	20	<ul style="list-style-type: none"> • At higher levels candidates will focus on 'how important', but at Level 4 may simply list the reasons for the collapse of the ancien regime. • At Level 5 and above there will be judgement as to the relative importance of Louis XVI. • At higher levels candidates might establish criteria against which to assess the importance of the reasons. • To be valid judgements, claims must be supported by accurate and relevant 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 marks scheme.
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APPENDIX 1 – this contains the generic mark scheme grids.

	<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>
	1. Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]
2. Level 6 9–10 marks	3. 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.
4. Level 5 7–8 marks	5. 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.
6. Level 4 5–6 marks	7. 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.
8. Level 3 3–4 marks	9. 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.
10. Level 2 2 marks	11. 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.
12. Level 1 1 mark	13. 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.
14. 0 marks	15. 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>
	Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]
Level 6 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.
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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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