

GCE

History A

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

Advanced GCE

Mark Scheme for June 2018

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

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

Here are the subject specific instructions for this question paper

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

Section A

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p>Which of the following was more important in causing Napoleon's military failures in 1813-1815?</p> <p>(i) the numerical superiority of his enemies (ii) domestic problems within France</p> <p>Explain your answer with reference to both (i) and (ii)</p> <ul style="list-style-type: none"> • In dealing with the numerical superiority of his enemies answers might suggest it allowed the allies victory at the 'Battle of the Nations'. • Answers might suggest that Napoleon lost influence in Germany and this led to the collapse of the Empire. • Answers might suggest that it was not the reason for his defeat at Waterloo. • In dealing with opposition to war within France, answers might suggest that the burden of conscription was great. • Answers might suggest that there was war weariness. • Answers might suggest that the financial problems were large. 	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 'the numerical superiority of his enemies and 'domestic problems in France'. • Answers may deal with each factor in turn, then compare them to reach a judgement, or may 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.

Question	Answer/Indicative content	Mark	Guidance
(b)	<p>Assess the reasons why attempts at reform failed in France in the period from 1781 to 1789.</p> <ul style="list-style-type: none"> • In arguing that the main reason for the failure of reform was the attitude of Louis XVI, answers might consider his refusal to support ministers who proposed reform. • Answers might consider that he failed to support the reform submitted to the Assembly of Notables. • Answers might consider his decision not to summon the Estates General. • Answers might consider Louis' decision to exile the Paris Parlement, which led to the aristocratic revolt. • Answers might consider that Louis was unable to impose reforms on the state. <ul style="list-style-type: none"> • In arguing that there were other reasons, it might be argued that the first and second estate were reluctant to give up their privileges. • Answers might consider the attitude of the provincial nobility, particularly over land ownership. • Answers might consider the attitude of the Church. • Answers might consider the policies of Turgot, Necker, Fleury Calonne and Brienne. • Answers might consider the need to borrow to meet the shortfall. • Answers might consider the attitude of the Assembly of Notables towards Calonne and Brienne. 	20	<ul style="list-style-type: none"> • No set answer is expected • At higher levels candidates will focus on assessing the reasons but at level 4 may simply list successes and failures. • At Level 5 and above there will be judgement as to why the attempts at reform failed. • At higher levels candidates might establish criteria against which to make judgements. • To be valid judgements, claims must be supported by relevant and accurate facts. 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.

Question		Answer/Indicative content	Mark	Guidance
2	(a)	<p>Which was more important in bringing about Napoleon's military success to 1807?</p> <p>(i) the weakness of his enemies (ii) the strength of the French army Explain your answer with reference to both (i) and (ii)</p> <ul style="list-style-type: none"> • In dealing with the weakness of his enemies answers might suggest that the allies were unable to form a permanent alliance • Answers might suggest that only Britain remained opposed throughout the period • Answers might suggest that the military weaknesses of his enemies , including poor generalship, was a factor • In dealing with the strength of the French army, answers might suggest that it employed new tactics based on mobility • Answers might suggest that the creation of the Grande Armée was important • Answers might suggest that Napoleon had a mass army available and cultivated high morale 	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 'the weakness of his enemies' and 'the strength of the French army'. • Answers may deal with each factor in turn, then compare them to reach a judgement, or may 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.

Question	Answer/Indicative content	Mark	Guidance
(b)	<p>'The Russian campaign was the most important reason for the defeat of Napoleon.' How far do you agree?</p> <ul style="list-style-type: none"> • In arguing that the Russian campaign was the most important factor in Napoleon's defeat, answers might consider that it destroyed the Grande Armée. • Answers might consider that Napoleon lost a lot of cannon and horses that could not be replaced. • Answers might consider the impact of the defeat on morale in the army and at home. • Answers might consider the impact on the allies and the creation of an anti-French coalition. • Answers might consider that the losses gave the allies a numerical advantage, leading to victory at the Battle of the Nations. • In arguing that other factors were more important, answers might consider that the Continental System was the most important factor as it forced Napoleon to widen his military campaigns. • Answers might consider the impact of the Peninsular War. • Answers might consider that Napoleon's ambition overreached itself and his unwillingness to make peace. • Answers might consider the ability of Britain to finance the war. • Answers might consider the power of the British navy. • Answers might consider that Napoleon's tactics lost the element of surprise and that the allied armies improved. 	20	<ul style="list-style-type: none"> • No set answer is expected • At higher levels candidates will focus on how important the Russian campaign was but at level 4 may simply list reasons • At Level 5 and above there will be judgement as to the relative importance of factors causing defeat. • At higher levels candidates might establish criteria against which to judge the significance of the Russian campaign. • To be valid judgements, claims must be supported by relevant and accurate facts. 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.

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 Question 1(a) and Question 2(a): Which of the following? [10]
Level 6 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.
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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>
	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.
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
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
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

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