

**GCE**

**History A**

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

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
<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

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><b>Which of the following was more important in the success of Louis Napoleon's coup?</b></p> <p><b>(i) his personality</b> <b>(ii) his policies as President</b></p> <p><b>Explain your answer with reference to both (i) and (ii)</b></p> <ul style="list-style-type: none"> <li>• <b>In dealing with his personality</b> answers might suggest the appeal of his name won support</li> <li>• Answers might suggest that he offered a return to the gloire of Napoleon Bonaparte</li> <li>• Answers might suggest his ceremonial visits won popular support as he appeared charming</li> <li>• <b>In dealing with his policies as President</b> answers might suggest that his management of the opposition and appointment of supporters were important</li> <li>• Answers might suggest that his action in Italy to restore the Pope won support</li> <li>• Answers might suggest his education policies won support</li> </ul>	10	<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 'his personality' and 'his policies as President'.</li> <li>• 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.</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/Indicative content	Mark	Guidance
(b)	<p><b>Assess the reasons why Charles X maintained the throne for only six years.</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that the main reason he maintained the throne for only six years</b> answers might consider that it was the result of Ultra policies.</li> <li>• <b>Answers might consider</b> his coronation service.</li> <li>• <b>Answers might consider</b> his education policies.</li> <li>• <b>Answers might consider</b> that the Jesuits were rumoured to be increasing their influence.</li> <li>• <b>Answers might consider</b> the ministers he appointed, such as Villele and Polignac.</li> <li>• <b>Answers might consider</b> how Charles manipulated the electoral system.</li>   <li>• <b>In arguing that there were other reasons it might be argued</b> that Charles was unwilling to tolerate loyal opposition.</li> <li>• <b>Answers might consider</b> the restrictions on press freedom, which went against the Charter.</li> <li>• <b>Answers might consider</b> the loss of support of the pays legal.</li> <li>• <b>Answers might consider</b> the impact of the Four Ordinances.</li> <li>• <b>Answers might consider</b> Charles' failure to prepare adequately for his attempted coup.</li> <li>• <b>Answers might consider</b> the impact of the economic depression.</li> <li>• <b>Answers might consider</b> long term impact of the French Revolution on society and politics.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At higher levels candidates will focus on assessing the reasons but at level 4 may simply list the reasons</li> <li>• At Level 5 and above there will be judgement about the reasons.</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 relevant and accurate facts. 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 levels mark scheme.</li> </ul>

Question		Answer/Indicative content	Mark	Guidance
2	(a)	<p>Which of the following was the greater threat to Louis XVIII's rule?</p> <p><b>(i) the influence of the Ultras</b>  <b>(ii) the legacy of the Revolution</b></p> <p><b>Explain your answer with reference to both (i) and (ii)</b></p> <ul style="list-style-type: none"> <li>• <b>In dealing with the influence of the Ultras</b> answers might suggest that they threatened his moderate policies and support for the Charter</li> <li>• Answers might suggest they instigated the White Terror</li> <li>• Answers might suggest that they increased their influence after the murder of the Duke of Berry</li> <li>• <b>In dealing with the legacy of the Revolution,</b> answers might suggest that those who had gained from the Revolution feared losing it</li> <li>• Answers might suggest the dislike of the influence of the Church</li> <li>• Answers might suggest that there were fears that the ancien regime would be restored</li> </ul>	10	<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 'his personality' and 'his policies as President'.</li> <li>• 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.</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/Indicative content	Mark	Guidance
(b)	<p><b>How far was Napoleon III to blame for the outbreak of the Franco-Prussian War?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that Napoleon was to blame,</b> answers might argue Napoleon was to blame because he responded to war fever and national hysteria in France.</li> <li>• <b>Answers might consider</b> that earlier foreign policy failures resulted in the action he took over the Spanish throne.</li> <li>• <b>Answers might consider</b> Napoleon wanted to gain gloire to recover popularity.</li> <li>• <b>Answers might consider</b> France's failure to act quickly to solve the Spanish question.</li> <li>• <b>Answers might consider</b> the need to react to the Hohenzollern candidature.</li> <li>• <b>Answers might consider</b> the declaration of war was needed to regain pride.</li> <li>• <b>Answers might consider</b> that the response of the French to the candidature was reckless.</li> <li>• <b>In arguing that Napoleon was not to blame,</b> answers might argue that Bismarck was able to take advantage of the situation.</li> <li>• <b>Answers might consider</b> Bismarck's manipulation of the Ems telegram.</li> <li>• <b>Answers might consider</b> that Bismarck wanted and planned war to help unite Germany.</li> <li>• <b>Answers might consider</b> that Bismarck wanted to reach a deal with France.</li> <li>• <b>Answers might consider</b> that Bismarck had built up French hopes over Luxemburg, which left Napoleon feeling cheated.</li> <li>• <b>Answers might consider</b> that it was the quick and surprising victory of Prussia over Austria which forced France to make a stand.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At higher levels candidates will focus on 'how far ' but at level 4 may simply list yes and no.</li> <li>• At Level 5 and above there will be judgement as to how far.</li> <li>• At higher levels candidates might establish criteria against which to judge how far</li> <li>• To be valid judgements, claims must be supported by relevant and accurate facts. 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 levels mark scheme.</li> </ul>

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.
<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
<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
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

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