



**General Certificate of Education  
January 2011**

**AS History 1041**

**HIS1F**

**Unit 1F**

**France in Revolution, 1774–1815**

**Final**

***Mark Scheme***

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level candidates. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Candidates who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which candidates meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a candidate performing at the highest AS level is already well prepared for the demands of A2.

## **CRITERIA FOR MARKING GCE HISTORY:**

### **AS EXAMINATION PAPERS**

#### **General Guidance for Examiners (to accompany Level Descriptors)**

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#### **Deciding on a level and the award of marks within a level**

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that candidates might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other candidates' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Candidates should never be doubly penalised. If a candidate with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a candidate with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

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January 2011

**GCE AS History Unit 1: Change and Consolidation**

**HIS1F: France in Revolution, 1774–1815**

**Question 1**

- 01** Explain why the French monarchy was in a weak financial position in 1788. (12 marks)

*Target: AO1(a), AO1(b)*

**Generic Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

**Indicative content**

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Answers should include a range of reasons as to why the economic situation was weak in 1788 and may begin by commenting that by August 1788 France was declared bankrupt.

Candidates might include some of the following factors:

- France had been involved in the War of American Independence (1778–1783) which had drained an already ailing treasury
- there had been a series of poor harvests in the 1770s and 1780s leading to inflation

- there had been continued population growth but a decline in manufacturing industry leading to urban unemployment
- loans – many of which had been taken out to finance war – were demanding mounting interest payments
- there were problems in collecting taxes through the tax farmers
- in 1788, the Church proved unwilling to provide a 'don gratuit' which met the King's expectations
- the King's ministers, Turgot, Calonne and Brienne had attempted but failed to change the taxation system and introduce a single land tax and all attempts to address financial problems (e.g. Assembly of Notables) had ended in failure.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might show the link between war and the inadequacies of France's financial administration to support the costs involved.

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**Question 1**

- 02** How important was the part played by the Paris Parlement in forcing Louis XVI to agree to summon an Estates-General? (24 marks)

*Target: AO1(a), AO1(b), AO2(b)*

**Generic Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

**Indicative content**

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Candidates should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

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Factors suggesting the Paris Parlement was important might include:

- the part of the Paris Parlement in forcing a crisis by refusing to endorse early measures of tax reform, e.g. Turgot's edicts 1775–1776 or Calonne's 1785–1786
- its leadership in the outcry against 'ministerial despotism' which crystallised opposition to traditional government during the meeting of the Assembly of Notables (1787)
- the impact of the Parlement's exile to Troyes (August 1787, refusing to accept Brienne's land tax proposals although it had accepted administrative reforms) This brought middle-class citizens, particularly lawyers into the conflict – with protest centred on the Palais Royal – home of the duc d'Orléans. It inspired pamphlets defending individual rights
- the reaction of the Paris Parlement when surrounded by troops (November 1787) which led Parlement to publish "Fundamental Laws of the Kingdom" (May 1788) claiming that only an Estates-General could sanction new taxes. This provoked the king to issue the "May Edicts" depriving the Parlement of the right to criticise and register royal decrees
- the actions of the Paris Parlement inspired similar activity in the provinces and helped provoke the Revolt of the Nobles and riots in provincial capitals (e.g. the Day of Tiles, June 1788)
- responding to the leadership of the Paris Parlement, the clergy refused to offer more than a quarter of the king's request in its 'don gratuit'. Such actions left the king with little option but summon an Estates-General.

Factors suggesting the Paris Parlement was not important – or that other factors contributed – might include:

- in theory, the king could over-rule his parlements through the lit de justice – consequently the decision was essentially because of custom, the failings of his Ministers to win confidence, his involvement in further war which increased his debts and his own inability to control an escalating situation
- the calling of an Estates-General was primarily about the need to reform the taxation structure of France. It could be argued that this could not have been done any other way – whatever the attitude of the Paris Parlement
- had the king been able to continue to raise money through loans, the opposition of parlement would have made no difference to his actions. It was only when the loans dried up and payments from the treasury had to be suspended in August 1788 that he was forced to summon an Estates-General
- other crucial factors include, the actions of the third estate, the revolt of the nobles, and the recall of Necker.

Good answers are likely to/may show an awareness that the opposition of the Paris Parlement was not new and in some respects was simply negative. Far from being the voice of the Third Estate, its opposition was primarily selfish and directed to the preservation of its own members' interests. Rather than helping a difficult situation, its reluctance to co-operate with the king actually pushed the Louis into a confrontational situation that was to bring about its own loss of power.

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**Question 2**

**03** Explain why the Parisian crowd attacked the Bastille on 14 July 1789. (12 marks)

*Target: AO1(a), AO1(b)*

**Generic Mark Scheme**

Nothing written worthy of credit. **0**

**L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

**L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

**L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

**L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

**Indicative content**

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Answers should include a range of reasons as to why the Parisian crowds attacked the Bastille.

Candidates might include some of the following factors:

- it was a symbol of the Ancien Regime within the working class quarter of Faubourg Saint-Antoine
- it had been used to house political prisoners, imprisoned by lettres de cachet
- it was reputed to contain a store of gunpowder which the crowds needed to arm themselves against the King's soldiers that were mustering around Paris
- it was a demonstration of the growing power of the 'menu peuple' of the Third Estate who had been stirred to action by the recent political events coupled with high bread prices in the capital.

*OR* Candidates may refer to some of the following long-term factors:

- the Third Estate had broken from the Estates-General and declared itself the National Assembly in June 1789 – which had helped rouse the Parisian crowds to action against a system of social privilege
- high bread prices (following a poor harvest) had left many Parisians hungry and ready to take to the streets in protest
- the presence of a royal army around Paris created an atmosphere of tension and unrest.

and some of the following short-term/immediate factors:

- the announcement of Necker's dismissal (July 11th 1789) sparked demonstrations in Paris
- the arrival of German cavalry troops led to panic while orators, such as Desmoulins, stirred the crowds to action – and some gardes-français joined in
- a Paris Commune and national Guard co-ordinated some of the action
- raids on gunshops, customs posts and food stores culminated in the attack on Les Invalides where weapons were found, but insufficient gunpowder
- the governor – de Launay – refused to handover cannon and gunpowder – hence the attack.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might suggest that the attack was provoked by the need for arms, but that the crowd would not have sought arms had it not been for Louis XVI's provocative and untrustworthy behaviour over the previous month.

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**Question 2**

- 04** How far did the actions of the National (Constituent) Assembly, between August 1789 and September 1791, weaken Louis XVI? (24 marks)

*Target: AO1(a), AO1(b), AO2(b)*

**Generic Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

**Indicative content**

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Candidates should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting the actions of the National Assembly weakened Louis XVI might include:

- the Assembly abolished feudal privilege (August decrees) – including crown patronage
- the Assembly introduced the Civil Constitution of the Clergy, weakening Divine Right, undermining Crown patronage and destroying a source of independent income
- the Assembly accepted the Declaration of the Rights of Man (which Louis was forced to sign against his will) introducing enlightenment ideas – and which formed the basis of subsequent government reforms
- the Assembly posted a guard to prevent Louis leaving the Tuileries (to which he returned in October 1789) he was brought back after his attempted escape to Varennes in June 1791 and his authority was entirely suspended July-September 1791
- by September 1791, Louis was only allowed to remain as a constitutional monarch with a suspensory veto
- Louis' control over local administration disappeared with the intendants and he lost control over the judicial system (e.g. loss of the lettres de cachet).

Factors suggesting other factors weakened the king/or that Louis XVI had not been entirely weakened might include:

- the actions of the Parisian crowd – particularly in the October days undermined royal authority and control
- the activities of the political clubs, the emergence of radical leaders and the Champs de Mars petition revealed a growing republicanism not shared by the majority of the Assembly
- the king's own attempted flight and his forced return of to Paris (October 1789) was fatal in hardening attitudes
- the King still retained a constitutional position as a hereditary monarch and could appoint his own ministers.

Good answers are likely to/may show an awareness that the weakening of Louis XVI was not entirely down to the decisions of the National Assembly which remained conservative in outlook compared to the growing ambitions of the political masses within Paris. Some may blame Louis himself for his loss of power, others will suggest he had very little control once the fatal decision to proclaim a national Assembly, in direct contravention of his orders, had been made. Those who appreciate that the developments outside the Assembly were of far greater consequence for the undermining of royal power in the long run than those within it are likely to do well.

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**Question 3**

**05** Explain why Louis XVI was executed in January 1793. (12 marks)

*Target: AO1(a), AO1(b)*

**Generic Mark Scheme**

Nothing written worthy of credit. **0**

**L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

**L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

**L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

**L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

**Indicative content**

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Answers should include a range of reasons as to why Louis was executed

Candidates might include some of the following factors:

- revolutionary sentiment had moved against a monarchy especially after Louis' escape-attempt in the flight to Varennes in 1791
- the development of the radical clubs and the outbreak of War had ensured that France became a Republic in September 1792 – leaving no place for a King
- While Louis remained in the Temple prison he could be the focus for enemy attempts to invade France and restore the Ancien Regime (as threatened in the 1792 Brunswick Manifesto)
- the ascendancy of the Jacobins in the National Convention and Marat's demand for a public vote on his guilt sealed his fate.

*OR* Candidates may refer to some of the following long-term factors:

- Louis had been reluctant to support revolutionary decrees
- Louis had proved untrustworthy, e.g. when he tried to escape
- France was at war and it was believed Louis was acting treasonably and corresponding with France's enemies.

and some of the following short-term/immediate factors:

- Louis had been found guilty by a majority of the deputies in the National Convention
- the power of the Montagnards (Jacobins) within the Convention and a public vote ensured the guilty verdict.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might refer to the need to remove a figurehead of the Ancien Regime to maintain the revolution, but that this would not have been necessary but for the war and Louis' own duplicity in corresponding with the enemy.

**Question 3**

- 06** How successful were the new forms of government set up between 1795 and 1804 in restoring stability to France? (24 marks)

*Target: AO1(a), AO1(b), AO2(b)*

**Generic Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

**Indicative content**

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Candidates should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views.

Factors suggesting that the new forms of government succeeded in bringing stability include:

- the establishment of the Directory (1795) helped end the Terror/White Terror, brought about some financial improvements and kept order by means of the army
- the establishment of the Consulate strengthened government – particularly with the emergence of the first consul/consul for life by reducing time wasted in debate. By giving a vote dependent on taxation and promising no restoration of émigré lands, it ensured the support of the buyers of the biens nationaux – potential leaders of radical change which might have undermined stability. It also brought about the Concordat with the Catholic Church (1801)
- the establishment of the Empire enabled Napoleon to provide stability through his suppression of opposition, patronage, prefects, police, improvements in the economy and legal change.

Factors suggesting new forms of government did not succeed in bringing stability might include:

- the risings against the Directory in 1795 and the coups of 1797–1799; the growth in royalism and extremism
- the cumbersome system of government under the Directory with too many checks and balances for efficient government
- the overthrow of the Directory and the use of the army to effect change in 1799
- the disputes between the consuls and the rapid change to Empire made 1799–1804 an unstable time
- attempted opposition and royalist rebellion (e.g. Chouans, 1796+ which was only crushed in 1800).

Good answers are likely to/may show an awareness that stability was primarily associated with military strength throughout this period. Consequently, true stability only came about from 1804 when government was placed back in the hands of a single and powerful military ruler. The period of the Directory was essentially an unstable time while the Consulate lasted for a very short period, was the product of a military coup and can be seen as simply a stepping stone to the Napoleonic Empire.