

AS

History

France in Revolution, 1774–1815

7041/2H The end of Absolutism and the French Revolution, 1774–1795

Mark scheme

7041

June 2016

Version: 1.0 Final

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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.

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June 2016

France in Revolution, 1774–1815

AS History Component 2H The end of Absolutism and the French Revolution, 1774–1795

Section A

- 01** With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining the views of the Third Estate in 1789, before the meeting of the Estates General? **[25 marks]**

Target: AO2

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the value of the sources in relation to the issue identified in the question. They will evaluate the sources thoroughly in order to provide a well-substantiated conclusion. The response demonstrates a very good understanding of context. **21-25**
- L4:** Answers will provide a range of relevant well-supported comments on the value of the sources for the issue identified in the question. There will be sufficient comment to provide a supported conclusion but not all comments will be well-substantiated, and judgements will be limited. The response demonstrates a good understanding of context. **16-20**
- L3:** The answer will provide some relevant comments on the value of the sources and there will be some explicit reference to the issue identified in the question. Judgements will however, be partial and/or thinly supported. The response demonstrates an understanding of context. **11-15**
- L2:** The answer will be partial. There may be either some relevant comments on the value of one source in relation to the issue identified in the question or some comment on both, but lacking depth and have little, if any, explicit link to the issue identified in the question. The response demonstrates some understanding of context. **6-10**
- L1:** The answer will either describe source content or offer stock phrases about the value of the source. There may be some comment on the issue identified in the question but it is likely to be limited, unsubstantiated and unconvincing. The response demonstrates limited understanding of context. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students 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.

Students must deploy knowledge of the historical context to show an understanding of the relationship between the sources and the issues raised in the question, when assessing the significance of provenance, the arguments deployed in the sources and the tone and emphasis of the sources. Descriptive answers which fail to do this should be awarded no more than Level 2 at best. Answers should address both the value and the limitations of the sources for the particular question and purpose given.

In responding to this question, students may choose to address each source in turn or to adopt a more comparative approach in order to arrive at a judgement. Either approach is equally valid and what follows is indicative of the evaluation which may be relevant.

Source A: in assessing the value of this source as an explanation, students may refer to the following:

Provenance and tone

- Source A is from one of the many cahiers that were drawn up throughout France in 1789 with the aim of setting out the wishes and grievances of the different estates for discussion at the Estates General which was due to meet in May 1789
- it is set out in a formal way as it was addressed to the King and is a preamble to making various requests. It would have followed a set formula in how it was written
- its tone is one of respect and reverence to the King.

Content and argument

- it is possible that the drafting of the cahiers for the Third Estate was done by rural notables which could influence the tone and content and make it unrepresentative of the Third Estate
- it is highly respectful of the monarchy. Own knowledge could be used to corroborate this sense of loyalty
- it stresses the importance of working with the whole nation to sort out its problems and reflects some of the enlightened thought current at the time
- it suggests a desire for cooperation and the future stability of France which is corroborated by knowledge that the cahiers were not supposed to be a direct challenge to the King but rather a list of grievances for discussion at the Estates General.

Source B: in assessing the value of this source as an explanation, students may refer to the following:

Provenance and tone

- Sieyès is a member of the bourgeoisie so would be well-educated and probably familiar with enlightenment ideas
- the source is written in 1789 – at the time when preparations for elections to the Estates General were taking place and the Third Estate was becoming more politically aware
- the tone is sympathetic to the plight of the Third Estate and is forceful and confrontational towards the other estates.

Content and argument

- the source suggests that the Third Estate forms the basis of the nation; this may be linked to the impact of enlightenment ideas at the time
- the source suggests the Third Estate is supported by 'reason' – a clear alliance to the rationality of enlightenment principles
- as one of the flood of pamphlets that took place before the Estates General met, the source has value in explaining why the Third Estate became politicised.

In arriving at a judgement as to the relative value of each source, students may conclude that Source A is more valuable than Source B for showing the views of the Third Estate before the meeting of the Estates General; at this stage the majority of the Third Estate were not looking to challenge the existing order and had not been influenced by enlightenment ideas in the way that Sieyès had. Sieyès was representative of the more forward looking thinkers of the time and probably only represented a minority view at this particular point. However, Source B is valuable for showing the way that political thinking was spreading and this document was to have an impact on changing the views of the Third Estate. Any supported argument as to relative value should be fully rewarded.

Section B

- 02** ‘The actions of Necker, in the years 1776 to 1781, did nothing to improve the financial position of France.’

Explain why you agree or disagree with this view.

[25 marks]

Target: 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.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students 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.

Arguments suggesting that Necker did nothing to improve the financial position of France in the years 1776 to 1781 might include:

- Necker failed to tackle the fundamental issue of tax reform which would have involved introducing a land tax
- by publishing the *Compte Rendu*, Necker made it appear that there was a surplus in royal finances; this allowed him to take out more loans which put the French government further into debt
- the *Compte Rendu* also made it harder for the government in subsequent years to carry out any meaningful tax reform as it appeared that enough money was coming into the government
- he supported French involvement in the financially crippling American War of Independence.

Arguments challenging the view that Necker did nothing to improve the financial position of France in the years 1776 to 1781 might include:

- Necker attempted to reduce the costs of government by cutting offices and introducing stricter methods of accounting and tax collection; these led to a rise in government revenue
- he tried to persuade the King to reduce the costs of war expenditure
- he managed to raise loans which allowed the government to continue with the American war without the need to raise taxes
- he carried out some reform to improve equitability of taxation.

Good answers are likely to argue that although Necker helped the financial position of France in the short-term by minor reforms and by facilitating loans, his *Compte Rendu* seriously undermined the will and ability of the government to introduce much needed tax reform.

03 'Robespierre was responsible for the development of the Terror in the years 1793 to 1794.'

Explain why you agree or disagree with this view.

[25 marks]

Target: 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.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students 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.

Arguments suggesting that Robespierre was responsible for the development of the Terror in the years 1793 to 1794 might include:

- he led the Jacobins, had supported the execution of the King and the overthrow of the Girondins and was supported by the sans-culottes who demanded Terror
- he became the most important member of the committee of Public Safety from July 1793 and encouraged it to take more radical steps, e.g. The Law of Suspects and Law of Prarial
- he opposed ending the Terror in 1794 even when the war was going well and the revolts in France had been put down
- after his death, the Terror was ended fairly quickly suggesting that he was responsible.

Arguments challenging the view that Robespierre was responsible for the development of the Terror in the years 1797 to 1794 might include:

- the emergence of the instruments of Terror between March and May 1793 before Robespierre was in an influential position
- the impact of war and need for greater centralisation of power
- the impact of the sans-culottes who forced the dismissal of the Girondins and demanded that Terror be 'the order of the day'
- there were other influential leaders, e.g. Couthon and St Just.

Good answers are likely to conclude that while Robespierre was important to the Terror, he was not the only influence on its establishment and development. They may also conclude that Robespierre's influence was more significant in the development of the later stages of the Terror i.e. in the first half of 1794.