
A-level HISTORY 7042/2H

Component 2H France in Revolution, 1774-1815

Mark scheme

June 2021

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 Examiner.

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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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A

- 0 1** With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying attitudes to war in France, 1791/92.

[30 marks]*Target: AO2*

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

Generic Mark Scheme

- L5:** Shows a very good understanding of all three sources in relation to both content and provenance and combines this with a strong awareness of the historical context to present a balanced argument on their value for the particular purpose given in the question. The answer will convey a substantiated judgement. The response demonstrates a very good understanding of context. **25-30**
- L4:** Shows a good understanding of all three sources in relation to both content and provenance and combines this with an awareness of the historical context to provide a balanced argument on their value for the particular purpose given in the question. Judgements may, however, be partial or limited in substantiation. The response demonstrates a good understanding of context. **19-24**
- L3:** Shows some understanding of all three sources in relation to both content and provenance together with some awareness of the historical context. There may, however, be some imbalance in the degree of breadth and depth of comment offered on all three sources and the analysis may not be fully convincing. The answer will make some attempt to consider the value of the sources for the particular purpose given in the question. The response demonstrates an understanding of context. **13-18**
- L2:** The answer will be partial. It may, for example, provide some comment on the value of the sources for the particular purpose given in the question but only address one or two of the sources, or focus exclusively on content (or provenance), or it may consider all three sources but fail to address the value of the sources for the particular purpose given in the question. The response demonstrates some understanding of context. **7-12**
- L1:** The answer will offer some comment on the value of at least one source in relation to the purpose given in the question but the response will be limited and may be partially inaccurate. Comments are likely to be unsupported, vague or generalist. The response demonstrates limited understanding of context. **1-6**
- 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.

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

Provenance, tone and emphasis

- it is valuable as it is written by someone who has been at the heart of power in France, and therefore privy to more information about the potential for war
- the fact that he is retiring might suggest that he has no career motivation in trying to persuade his constituents to a particular point of view, although he might, nonetheless, be trying to persuade them to accept the argument for war because it is what he believes to be necessary and will come at a cost to his former constituents
- it is also valuable in that this is still some months before the start of war, highlighting the building of tension over a period of time, rather than a sudden outbreak in April 1792
- the tone is a confiding, personal one, as though he is speaking directly to them, which might limit the value as it could suggest that he is trying to win over them.

Content and argument

- this is valuable in highlighting the hostility with which the European powers have reacted to the French Revolution, resulting in Austria and Prussia in particular, seeming to take the side of the former King, as for example, in the Declaration of Pillnitz in August 1791
- it is also valuable as he highlights the widespread concern that given that the rest of Europe was ruled by monarchs, referred to as 'despots' here, they will do whatever they think is necessary to ensure that their positions remain secure
- therefore, given that the French Revolution ended the absolute power of Louis XVI, he argues that the very existence of the revolution poses a threat to their own wellbeing, and that they will be prepared to go to war together in order to prevent its spread
- finally, he argues that the former French aristocracy will continue to pose a risk to the wellbeing of France, while they enjoy the support of foreign powers, and he argues that war is going to be necessary to remove that risk, an argument shared by many of the Assembly by the end of 1791, particularly by the Brissotins, and therefore of clear value to an historian studying attitudes to war in France.

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

Provenance, tone and emphasis

- this is valuable as it is from a Girondin, one of many elected to the more radical Legislative Assembly, and likely to be representative of a significant group within the Assembly who would have been trying to drive policy forward
- this is sometime before the French declare war in April, which is valuable in showing that even though vigorous speeches were being made like this, there was no immediate declaration of war. This could limit the value of the source in as much as it had no immediate impact
- his purpose could be partly to convince the Assembly of the genuine need for war, but the value could also be limited by his desire to establish his own revolutionary credentials and his career
- the tone reflects the purpose in that it is rousing and extremely patriotic as well as hyperbolic, a speech which many would have loved to hear and which could serve the dual purpose of raising his own profile whilst stirring up a willingness to go to war.

Content and argument

- he refers to the growing numbers of émigrés who were building up private armies in neighbouring Austrian and German Rhineland states. This is valuable as by the end of 1791 approximately 60% of all pre-revolutionary army officers were involved in these, something which posed a tangible threat to the revolution
- he goes on to argue that the French should not fear taking on the enemy. Although there was concern that many of the army officers had left the country and now might confront them in war, his argument is that, having been set 'free', the people will have much greater motivation to fight
- his argument highlights the revolutionary fervour of many of the new radical members of the Assembly, something which resulted from the self-denying ordinance, and his determination that they should not wait to be invaded, but that they should take the battle out to their enemies
- it also shows the continued impact of the Enlightenment, referring to the 'pen and reason' as a reason why the 'people' can defeat the 'tyrants'. It also highlights one of the key Girondin arguments that war should be used to spread the benefits of the revolution, something which is valuable to an historian studying attitudes to war.

Source C: in assessing the value of this source, students may refer to the following:

Provenance, tone and emphasis

- this is valuable as it is spoken by Robespierre, an influential figure and opinion former in the Jacobin Club, although it could be argued that his views on war were very much a minority viewpoint, even amongst the Jacobins, and that this reduces its value
- the timing of this speech is also valuable as it takes place just three months before the outbreak of war, showing that even at this stage there was still some division on the subject of war
- it is clear from the language of this source that Robespierre feels very strongly about this, repudiating the arguments that the revolution could be spread by war as an 'outrageous idea'
- his purpose is to persuade people in the Jacobin Club that war would be detrimental to the progress of the revolution within France and should be avoided, which is valuable as a reminder that not all Jacobins were sympathetic to war, but is perhaps also therefore limited given that this was a minority view.

Content and argument

- the Brissotins were arguing that war would enable the French to spread enlightened ideas throughout Europe and that this would, in turn, make the revolution in France more secure. Robespierre ridicules this idea, arguing that they would not be seen as bearers of gifts and Enlightenment, but rather, as enemies
- he also argues that France itself is in no fit state to fight such a war, with internal enemies more of a pressing concern. This is after the Flight to Varennes and the Champ de Mars massacre when Danton and Marat had gone into hiding. This is therefore valuable in highlighting the internal divisions which Robespierre believed were of more immediate concern
- Robespierre was much more concerned with the 'enemies of liberty within', referring to the King and the Feuillants who he believed were more of a risk to the revolution than external enemies such as Austria and Prussia
- his suggestion that the war could only 'side-track public opinion' hints at his belief that those arguing for war, had ulterior motives which were not ultimately beneficial to the revolution, something which is valuable given the reality of the King's motivation in going to war.

Section B

- 0 2** How important were Enlightenment ideas in weakening the Ancien Régime before 1789? **[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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is 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 supporting the view that Enlightenment ideas were important in weakening the Ancien Régime before 1789 might include:

- the Catholic Church was the target of much enlightened criticism, which questioned not only its practices but its privileged status. Given its importance as the First Estate, this attack went to the heart of the Ancien Régime
- furthermore, linked to the attack on the Church was also criticism of Divine Right by which monarchs gained their legitimacy to rule. Given that absolute monarchy was also fundamental to the Ancien Régime, this weakened it and contributed to calls for a constitutional monarchy seen in the cahiers
- these ideas were also important because they were fairly widely spread among people of influence, both members of the educated bourgeoisie and a number of politically minded nobility, who met together in salons to discuss enlightened ideas, as well as in academies and freemasonry lodges
- enlightened ideas were also important because they made it much more acceptable to challenge the status quo and to be critical of it. Given that literacy rates were relatively high in France, this encouraged people to question why their lives were as they were and how they might be improved. This is seen in the appetite for critical cartoons attacking Marie Antoinette, as well as in the cahiers
- one of the main reasons why the Estates-General had to be called was the refusal of Parlement to raise taxes based on the enlightened idea that there should be no taxation without representation, something also encouraged by the American Revolution.

Arguments challenging the view that Enlightenment ideas were important in weakening the Ancien Régime before 1789 might include:

- although literacy rates were high in urban areas, most of France was rural and enlightened ideas had little impact in these areas
- financial problems were much more fundamental to weakening the Ancien Régime as the government simply did not have enough money to conduct its affairs and this reached crisis point in the 1780s
- economic problems were also significant with a number of very poor harvests from 1785 which forced up bread prices and made ordinary people desperate for change. They were much more likely to react to the privileges of the Church, to which they had to pay taxes, at a time when they could barely afford to feed themselves
- in reality, the system of the Ancien Régime was clearly not operating well by the late 1780s. A system which relied on the poorest of its citizens to pay the bulk of its taxes was not one which could continue to provide the government with the revenue it needed, and yet, despite talk of enlightened ideas, the nobility seemed on the whole, unwilling to give up their privileges.

Enlightenment ideas were important in framing the language and creating an environment in which the Ancien Régime could be criticised and new systems of government discussed. However, it was the fact that there were clearly problems inherent to the structure of the Ancien Régime, such as the system of privileges which limited the revenues of government, which was more fundamental in weakening it, when it was clear that no solution could be found to the financial impasse faced by the government in 1788 without fundamental change being made.

- 0 3** 'Political instability was the most significant problem facing France during the Thermidorian Reaction and the Directory, in the years 1794 to 1799.'

Assess the validity of 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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is 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 supporting the view that political instability was the most significant problem facing France during the Thermidorian Reaction and the Directory, in the years 1794 to 1799 might include:

- the Thermidorians took over in a situation of extreme political instability and immediately tried to deal with it by such measures as closing the Jacobin Club and its branches, repealing the Laws of 22 Prairial and the Law of Suspects. They also had to deal with the outbreak of the White Terror which threatened stability across France
- risings against the government by ordinary people had been a source of instability throughout the revolution and the Thermidorians faced further such threats with the risings of Germinal, Prairial and Vendémiaire
- royalists posed a threat. For example, some of the movements behind the White Terror were directed by royalists, and at the same time large numbers of émigrés were returning to France who hoped to see the power of the Church restored. The comte de Provenance and the comte d'Artois also made attempts to take back power although neither proved a genuine threat. Even so, the coup of Fructidor in 1797 was a reaction to fears of the growing popularity of royalists
- Jacobins were also a threat in this period, despite their club being closed by the Thermidorians, with the attempted Conspiracy of Equals by Babeuf and their success in elections in 1798 leading to the Coup of Floréal, suggesting that the Directory considered them to be a major problem
- the Directory also struggled to deal with political instability because there were no mechanisms to resolve differences between Directors and the legislative councils. This encouraged unconstitutional behaviour such as the coups of Fructidor, Floréal, Prairial and the final Coup of Brumaire, all of which illustrate the political instability of this period.

Arguments challenging the view that political instability was the most significant problem facing France during the Thermidorian Reaction and the Directory, in the years 1794 to 1799 might include:

- the economy was the major problem facing France. The economy was already in a poor state and the combination of a bad harvest in 1794 followed by a freezing winter, along with the ending of the Maximum and introduction of paper currency, led to high inflation and extreme hardship
- by April 1795, the assignat was worth only a tenth of its original value and farmers refused to sell grain for paper money. As a result, hundreds of Parisians starved to death and sans-culottes rose up in the risings of Germinal and Prairial
- the Directory tried to overcome currency problems by issuing mandates in February 1796, but within a year their worth had devalued to such an extent that they had to be withdrawn. The metal coins, which were then the only legal currency, led to deflation which hindered trade in this period
- furthermore, the issuing of the mandates involved writing off two thirds of government debt which they could not afford to pay. Although this improved the financial position of the government, it was at the cost of alienating some of their core support
- the constant war, although generally going well, caused discontent, particularly as it exacerbated problems with the economy and required high taxation to fund it. This increased the fears of the bourgeoisie that the Directory was not competent to rule France. In the end, this contributed to the fall of the Directory.

Overall, political instability was certainly a major problem throughout this period, which was not surprising given the situation they inherited. However, the economic problems had a greater impact on the lives of the people and their decision to declare the bankruptcy of the two thirds, and later the forced

loans, convinced the all-important bourgeoisie that a more stable government was required if the economy was to thrive.

- 0 4** How successful were Napoleon's financial and economic policies in strengthening France?

[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.

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- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
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- 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 supporting the view that Napoleon's financial and economic policies were successful in strengthening France might include:

- the creation of the Bank of France, which still exists today, provided monetary control and a means by which the government could raise loans at reasonable rates of interest. Sub-branches set up from 1808 enabled businesses and trade to develop away from Paris
- in 1807, work began on a new land register which would result in land tax being more accurately calculated, which would make it fairer but also increase government yields. Even though it was far from complete by the end of his rule, it was a significant start
- Chaptal introduced various measures to expand the economy, including the establishment of Chambers of Commerce in 23 of the largest cities in 1802 and the establishment of Councils of Agriculture, Arts and Commerce in 23 of the largest cities in 1802
- some regions saw major improvements in agriculture as a result of some of these measures, particularly in the case of large landowners
- the wool and silk industry increased their output and exports in this period, thanks in part to raw silk being sent entirely to Lyons at the expense of Lombardy and Piedmont, and to the continental blockade which removed Britain as a competitor.

Arguments challenging the view that Napoleon's financial and economic policies were successful in strengthening France might include:

- on the whole, little progress was made in agriculture as most land was owned by small peasant farmers, and holdings had reduced further in size thanks to the introduction of partage. Most could only just produce enough to feed themselves
- the costs of war meant that the government was forced to put up indirect taxation, something which hit the poorest the hardest, something which was not enlightened and did not improve the lives of ordinary people
- conscription also placed a strain on the economy as so many men were involved in fighting wars rather than working in agriculture or industry
- French trade was also hit by the continental blockade with ports and industrial cities in the west suffering the most, although ports in the Mediterranean were also adversely affected
- ordinary workers did not see their positions strengthened as they were constrained by the livret and the ban on trade unions. Furthermore, living standards in towns and cities remained poor, which did not strengthen France as a whole.

Napoleon did introduce some financial reforms, such as the Bank of France and the work on the new land register which would ultimately strengthen France. However, in this period, despite some exceptions, the costs of war and the continental blockade meant that France as a whole was placed under considerable strain, particularly in the second half of his rule.