GCE A LEVEL MARKING SCHEME

SUMMER 2022

HISTORY - UNIT 3
BREADTH STUDY 5

FRANCE: ANCIEN RÉGIME TO NAPOLEON
c.1715–1815

1100UE0-1

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INTRODUCTION

This marking scheme was used by WJEC for the 2022 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

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Marking guidance for examiners

Summary of assessment objectives for Unit 3

The questions each assess assessment objective 1. This assessment objective is a single element focused on the ability to analyse, evaluate and reach substantiated judgements. In Theme 1, candidates choose one question from a choice of two. In Theme 2, candidates again choose one question from a choice of two. The mark awarded to each question is 30. The paper has a maximum tariff of 60.

The structure of the mark scheme

The mark scheme has two parts:

- An assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.

- Advice on each specific question outlining indicative content that can be used to assess the quality of the specific response. This content is not prescriptive, and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Third, a final mark for the question can then be awarded.

Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

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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.

		Analysis and evaluation	Judgement	Knowledge	Communication
Band 6	**26–30 marks**	The learner is able to effectively analyse and evaluate the key issues in relation to the set question.	A focused, sustained and substantiated judgement is reached.	The learner is able to demonstrate, organise and communicate accurate knowledge which shows clear understanding of the period studied.	The learner is able to communicate clearly and fluently, using appropriate language and structure with a high degree of accuracy in a response which is coherent, lucid, concise and well-constructed.
Band 5	**21–25 marks**	The learner is able to clearly analyse and evaluate the key issues in relation to the set question.	There is a clear attempt to reach a substantiated judgement which is supported.	The learner is able to demonstrate and organise accurate and relevant historical knowledge of the period studied.	The learner is able to communicate accurately and fluently using appropriate language and structure with a high degree of accuracy.
Band 4	**16–20 marks**	The learner is able to show understanding of the key issues demonstrating sound analysis and evaluation.	A judgement is seen but lacks some support or substantiation.	There is evidence of accurate deployment of knowledge.	There is a good level of written communication with a reasonable degree of accuracy.
Band 3	**11–15 marks**	The learner is able to show understanding through some analysis and evaluation of the key issues.	There is an attempt to reach a judgement but it is not firmly supported and balanced.	Some relevant knowledge on the set question is demonstrated.	There is a reasonable level of written communication which conveys meaning clearly though there may be errors in spelling, punctuation and grammar.
Band 2	**6–10 marks**		There is an attempt to provide a judgement on the question set.	The learner provides some relevant knowledge about the topic.	There is a reasonable level of written communication which conveys meaning though there may be errors.
Band 1	**1–5 marks**		There is little attempt to provide a judgement on the question set.	The learner provides limited knowledge about the topic.	There is an attempt to convey meaning though there may be errors.
Award 0 marks for an irrelevant or inaccurate response.					

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Theme 1 *French society and economy in transition c.1715–1815*

0 1 **"The rise of the bourgeoisie was the most significant development in the society and economy of France during the period from 1715 to 1815." Discuss.**

Candidates will offer a supported analysis of the rise of the bourgeoisie, measuring its significance – in relation to other relevant factors – as a development in the society and economy of France in the context of the period specified. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that the rise of the bourgeoisie was the most significant development in the society and economy of France during the specified period may include the following.

- The rise of the bourgeoisie in the middle of the eighteenth century brought into play a dynamic group desirous of social changes. They railed for example against the superstition of the church.
- The bourgeoisie were able to take advantage of the developing French economy partly fuelled by the Atlantic trade.
- Given that the nobility of the second estate were prevented from engagement in economic activity on pain of loss of status, the bourgeoisie, by embracing capitalism and mercantilism, were given an opportunity to create wealth and enrich themselves.

Arguments that suggest that the rise of the bourgeoisie was not the most significant development in the society and economy of France during the specified period may include the following.

- The privileged position of the Catholic church was reduced - its land was nationalised and later sold off and tithes were ended and it ceased to be the first estate of the realm.
- The ending of the feudal system freed the peasantry from significant restrictions.
- The structure of French society during the ancien régime with its three estates of the realm and all the attendant privileges pertaining to the upper two was ended.
- The rise in influence and power of the sans-culottes during the revolutionary period.
- Under Napoleon social changes were made to consolidate gains of the revolution while also signposting some return to features of the ancien régime. New elites emerged to replace the noble second estate which was abolished during the revolution.

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0 2 **"The economic changes made during the revolution (1789–1799) were the most significant of the period 1715 to 1815." Discuss.**

Candidates will offer a supported analysis of the economic changes made during the revolution (1789–1799) measuring their significance in the context of the economic changes made during the wider period specified. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that the economic changes made during the revolution (1789–1799) were the most significant of the economic changes that occurred during the specified period may include the following.

- The ending of the system of estates of the realm and a levelling of society removed the privileged of the first two estates (Church and Nobility).
- The ending of feudalism and the vast transfer of land at the expense of the Catholic church had enormous social and economic consequences particularly with the emergence of a powerful peasant class of small proprietors.
- The ending of the exemption re taxes and the introduction of a more equitable system was one of the most notable fiscal reforms. A new paper currency – the assignat – was in introduced with significant consequences.
- Initially restrictive practices of the ancient regime such as guilds were abolished to free up trade but the Le Chapelier laws saw a return to restrictions on labour.
- During the Terror the policy of dirigisme resulted in the most centralised economy of the period.

Arguments that suggest that the economic changes made during the revolution (1789–1799) were equal to, or of lesser significance than, other economic changes that occurred during the specified period may include the following.

- In contrast it could be argued that the rise of the bourgeoisie during the *ancien régime* with its social and economic consequences was of greater significance.
- The start of a capitalist and mercantilist economy fuelled by imperial expansion during Louis XV reign was of great significance.
- During the Napoleonic period there were profound social and economic changes many the consequence of continuous war resulting from the protectionist measures of the Continental system.

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Theme 2 *Politics and government in France, c.1715–1815.*

0 3 **"The most significant changes to the politics and government of France were introduced by Napoleon." Discuss with reference to the period from 1715 to 1815.**

Candidates will offer a supported analysis of the changes to the government of France that were introduced by Napoleon, measuring their significance in relation to other changes to the politics and government of France that occurred during the period specified. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that most significant changes to the politics and government of France during the specified period were introduced by Napoleon may include the following.

- Napoleon assaulted some of the key tenets of the revolution by challenging the principles of liberty and equality.
- He reverted to limiting the amount of democracy and restricting it to the upper bourgeoisie, alongside the recreation of a new nobility and elites through the creation of the *Légion d'honneur* (1802).
- His attempt to seek approval by plebiscites restored a veneer of popular democracy.
- Napoleon also sought to preserve some of the gains made during the revolution and enshrined the concept of equality in his legal system. Land transfers from the church were recognised.

Arguments that suggest that the changes to the politics and government of France introduced by Napoleon were equal to, or of lesser significance than, other changes that occurred during the specified period may include the following.

- The emergences of and application of the theory of Absolutism during the reign of Louis XV was a significant development which consolidated the Bourbon approach to government during the *ancien régime.*
- The significant political changes made during the revolution culminated in the emergence of democratic republicanism as a key political belief.
- The forcible change imposed upon the Bourbon monarchy in 1789 paved the way for other successful regime changes in the future.
- The move from Constitutional monarchy to the Jacobin Republic to the Directory (noting also the main features of the constitutions of 1791, 1793 and 1795), gave rise to mass popular protest in France as a feature of political life.

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0 4 **To what extent was there continuity in the politics and government of France between 1715 and 1815?**

Candidates will offer a supported appraisal of the politics and government of France across the period, measuring – perhaps in relation to other relevant factors – the degree to which there was continuity. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that there was continuity in the politics and government of France across the specified period may include the following.

- The constitutional changes brought in by Napoleon doing the early part of the Empire attempted to restore some balance to the body politic – enhanced role for the bourgeoisie, new elites + popular democracy via the plebiscites. The egalitarianism of the revolutionary period was ended.
- The creation of a new nobility under Napoleon suggests continuity with the ancien *régime*.
- The creation of the Empire and the crowning of Napoleon as hereditary ruler was a clear link back to the monarchy of the Bourbon period, albeit with a different and more dynamic presentation.

Arguments that suggest that there was not continuity in the politics and government of France across the specified period may include the following.

- The creation of the First Republic was a significant breach with the hereditary principle of government and although it was overthrown by Napoleon the ideal would ultimately triumph.
- The introduction of limited democracy during the revolution remained through the remainder of the period.
- Legal changes made during the revolution were consolidated by Napoleon (privilege was reduced and careers open to the talent).
- The Absolutism evident at the start of the period was not evident in 1815 and the entire notion of divine right was over.
- Political life emerged and flourished in a democratic environment during the first phase of the revolution, although subdued after 1799 it was a signpost to future political engagement.

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