
AS

History

France in Revolution, 1774–1815

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

Mark scheme

7041

June 2017

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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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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 events of 10 August 1792? **[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

- the origin of the source is a National Guard who participated in the events of 10 August 1792 – he is therefore a first-hand witness, although one with a distinct viewpoint. The role of the National Guard is, however, ambiguous. The Palace was protected by a garrison of loyalist national guardsmen but others participated in the attack
- the source is written just one day after the events it describes – so these should have been fresh on the memory. It is from a private letter to a friend. This could increase the writer's honesty but he might also be influenced by what might impress his friend. It expresses subjective views
- although the guard might be expected to have an agenda the tone is fairly dispassionate – possibly critical of the 'mobs' – although there are certainly traces of anger – particularly against the 'treacherous' Swiss guards (these were foreign mercenaries hired to provide a bodyguard for the King).

Content and argument

- the source blames the King and the action of the Swiss Guards as the cause of the troubles
- the source details the march of the mobs, with pikes and bayonets, across Paris and their cries of hostility to the King. The King's flight to Varennes, use of the veto and ambivalent position in war could all be cited as reasons for hostility to the King. (This source does not mention demands for a Republic – also current)
- the source accuses the Swiss of firing on the crowds and of expecting further support; it thus justifies the massacre and subsequent action. There is no other evidence to support the view that the Swiss were expecting reinforcements. There were already loyal National Guard and Gendarmes defending the Palace.

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

Provenance and tone

- the source reports the comments of a Frenchman who was ‘an unwilling spectator’ of the events described, although we cannot be sure how much he actually saw at first hand
- he is writing for a British newspaper and the account does not appear until 6 days after the events – possibly allowing for further reflection over time – but probably the result of the speed of travel in 1792
- the tone emphasises the partisan views of the author – his horror at the events is fully conveyed.

Content and argument

- the source blames the mobs for the ‘premeditated’ action and portrays the Swiss guards as innocent victims; the insurrection had certainly been planned – both Danton and Robespierre were complicit and on 9 August, an insurrectionary commune had replaced the Paris commune giving backing to events
- it suggests that the refusal of the door guard to admit the crowds was the first cause of the carnage which subsequently became out of hand; the allusion to the leadership of the radical republican troops from Marseilles accords with other accounts, although not the ‘door incident’
- it emphasises the mobs’ call for the dethronement of the King; there is evidence, particularly after Robespierre's July speech, that the complete dethronement of the King was the prime aim.

In arriving at a judgement as to which source might be of greater value, students might suggest that both sources have their merits, given that exactly what happened on 10 August 1792 is a matter of dispute and reliant on often-contradictory sources such as these. Both convey opinions that may have been current at the time and both broadly acknowledge the massacre of the Swiss Guards by an angry mob. Source B goes further than Source A to suggest that the events were premeditated and that the mobs were intent on the King's total removal. This possibly makes the second source the more valuable since it accords with most other accounts and subsequent events; on 11 August, the Assembly voted to suspend the King. However, reward any well-reasoned response.

Section B

- 02** ‘The ideas of the Enlightenment philosophes had already severely weakened the French Monarchy before the first meeting of the Estates-General in May 1789.’

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 which agree that the ideas of the Enlightenment philosophes had already severely weakened the French Monarchy before the first meeting of the Estates-General in May 1789:

- the early 18th century philosophes' emphasis on equality, questioning the power of the Church and divine right and challenging established institutions undermined monarchy
- the philosophes developed idea of the social contract – placing obligations on monarchy which contradicted French Royal absolutism
- ideas of democracy and constitutionalism encouraged belief in the need to control royal power and to broaden the basis for authority
- the philosophes' ideas had been spread through the salons and the American War of Independence and had helped create an influential group of enlightened thinkers among the politically active in the provinces and in prominent circles within Paris.

Arguments which disagree that the ideas of the Enlightenment philosophes had already severely weakened the French Monarchy before the first meeting of the Estates-General in May 1789:

- the philosophes were theorists with no concrete 'action plan'; they were more interested in philosophical discussion; their impact was limited to a small intellectual/wealthy elite
- the philosophes did not set out to weaken the monarchy and most accepted its preservation; they were not directly responsible for attacks on monarchy – and such attacks were very limited before 1789
- monarchical power remained strong to May 1789 – as witnessed in the contest between parlements and monarchy and the need for the monarch to initiate the Estates-General
- it was financial bankruptcy and the inherent weaknesses of the government of the Ancien Régime that weakened the monarchy.

Students may conclude that the ideas of the philosophes provided a significant context for change or they may see their ideas as largely theoretical and limited in impact on the broader population. Whatever argument is adopted, reward a well-ordered and substantiated answer.

- 03** ‘The most important result of war, between April 1792 and the end of 1793, was to increase the power of the sans-culottes.’

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 which agree that the most important result of war, between April 1792 and the end of 1793, was to increase the power of the sans-culottes might include:

- the outbreak of war and early set-backs April/July 1792 divided French society as former members of 1st and 2nd estates were seen as traitors while the sans-culottes became the loyal patriots with a power-base in the sections of Paris
- the sans-culottes emerged as a powerful force through the journées of June and August, the formation of the insurrectionary commune and the September massacres; all at a time of military defeat and economic hardship
- the centralisation of government on Paris, the armées révolutionnaires of sans-culottes volunteers, the law of Maximum and new constitution of June – all 1793 – increased power and influence of sans-culottes at expense of bourgeoisie
- the levée en masse (August 1793) brought the mass conscription of French citizens; war became 'total' involving all elements of the population and extending sans-culottes' power. The Jacobin reliance on the sans-culottes produced the Law of Suspects (September 1793) and heralded the Terror.

Arguments which disagree that the most important result of war, between April 1792 and the end of 1793, was to increase the power of the sans-culottes might include:

- the war produced massive political change - the abolition of the monarchy, the establishment of the Republic, the establishment of central control, the emergence of the instruments of the Terror and the ascendancy of the Committee of Public Safety
- the war created economic hardship which helped feed counter-revolutionary and federal revolt – internal civil war could be seen as the defining feature of this period
- the war increased the confidence of Revolutionary leaders such as Robespierre to carry through measures which brought the Terror
- the war made huge demands on French resources which prevented the fulfilment of earlier revolutionary idealism. The power of the sans-culottes was actually limited by the failure of governments to provide for a more egalitarian and liberal society.

Students may argue that the most important result of war was the increased power of the sans-culottes, who were able to hold government to account. Others may disagree and suggest that they could not have been so influential had political leaders not been ready to respond to their demands. Reward any well-argued and substantiated response.