INTRODUCTION

This marking scheme was used by WJEC for the 2017 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.
HISTORY MARK SCHEME
UNIT HY2
DEPTH STUDY 7
THE FRENCH REVOLUTION, c. 1774-1795

Part (a)
Distribution of marks within each level for part (a), explaining the weighting for each assessment objective.

<table>
<thead>
<tr>
<th>Level</th>
<th>AO1</th>
<th>AO2a</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>1-2 marks</td>
<td>1-2 marks</td>
<td>4</td>
</tr>
<tr>
<td>Level 2</td>
<td>3-4 marks</td>
<td>3-4 marks</td>
<td>8</td>
</tr>
</tbody>
</table>

Marking guidance for examiners

Deciding on the mark point within a level
The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication
This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.
### ASSESSMENT GRID FOR PART (a)

**Target:** AO1; AO2a  
**Total mark:** 8

**Focus:** Recall, selection and deployment of appropriate historical knowledge in context; evaluation of source material

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1-4</td>
<td>Generally for this level, candidates will recall some historical knowledge. They will show some evidence of understanding of the named issue. They will comprehend and extract some information from the source. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</td>
</tr>
</tbody>
</table>
|       |       | **Low Level 1: 1-2 marks**  
Material seen is brief or very limited in scope; use of source is limited to comprehension; some meaning is conveyed with some accuracy in spelling, punctuation and grammar. |
|       |       | **High Level 1: 3-4 marks**  
Limited historical knowledge is deployed; use of source is limited to comprehension and extraction; answer has some coherence and accuracy in spelling, punctuation and grammar. |
| 2     | 5-8   | Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show sound evidence of understanding of the named issue. They will analyse and evaluate the source material in its historical context. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar. |
|       |       | **Low Level 2: 5-6 marks**  
Mostly relevant historical knowledge recalled and selected; some analysis of both content and authorship of source; answer shows good organisation, structure and spelling, punctuation and grammar. |
|       |       | **High Level 2: 7-8 marks**  
Relevant historical knowledge recalled and selected; sound analysis of source and its context; answer is clearly expressed answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar. |
INDICATIVE CONTENT FOR PART (a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(a)

What does the creator of Source E mean by the phrase ‘The people under the ancien regime’?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the phrase is designed to suggest that the Third Estate are bearing the burden of the privileged orders. This is illustrated in a satirical way in the print.
- during the ancien regime only the Third Estate paid direct taxes. The privileged First and Second Estates were exempt from direct taxation.
- the authors’ standpoint in relation to this issue is that the Third Estate – the ordinary people are unfairly carrying the burden of taxation.

QUESTION: 2(a)

What does the author of Source E mean by the phrase, ‘But I believe that the real reason for Parlement’s opposition is the proposal to set up Provincial Assemblies’?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the phrase is designed to suggest that there was continued opposition to the crown following the dissolution of the Assembly of Notables. As observed in a secret dispatch to the British government, this opposition came from a very traditional source - the Parlement of Paris.
- the financial problems of the French government prompted Louis to embark on a reform programme which needed some sort of national approval. His expedient was to summon the Assembly of Notables.
- the author believes that their opposition is more motivated by self interest – protecting their privileges rather than championing the rights of the nation.
Part (b)

Distribution of marks within each level for part (b), explaining the weighting for each assessment objective.

<table>
<thead>
<tr>
<th></th>
<th>AO1</th>
<th>AO2a</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>1-3 marks</td>
<td>1-5 marks</td>
<td>8</td>
</tr>
<tr>
<td>Level 2</td>
<td>4-6 marks</td>
<td>6-10 marks</td>
<td>16</td>
</tr>
</tbody>
</table>

Marking guidance for examiners

Deciding on the mark point within a level
The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication
This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.
ASSESSMENT GRID FOR PART (b)

Target: AO1; AO2a

Total mark: 16

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of source material to discuss importance / significance

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Award 0 for incorrect or incomplete answers.</td>
</tr>
<tr>
<td>1</td>
<td>1-8</td>
<td>Generally for this level, candidates will recall and select limited historical knowledge. They will show some understanding through explanation and analysis of the named issue. They will comprehend and extract information from the sources in relation to the historical enquiry. Candidates will convey meaning with some clarity, although expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Low Level 1: 1-4 marks</strong>  &lt;br&gt;Some limited historical knowledge is recalled; very limited attempt to consider the importance / significance of the named issue; only comprehends and extracts from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>High Level 1: 5-8 marks</strong>  &lt;br&gt;Limited historical knowledge is recalled; weak attempt to assess the importance / significance of the named issue; comprehension of source material with limited analysis and evaluation; answer has some coherence and accuracy in spelling, punctuation and grammar.</td>
</tr>
<tr>
<td>2</td>
<td>9-16</td>
<td>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will give sound explanation of the importance / significance of the named issue. They will analyse and evaluate the source material in relation to the historical enquiry with a degree of discrimination. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Low Level 2: 9-12 marks</strong>  &lt;br&gt; Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focused explanation of the significance / importance of the named issue; valid but incomplete analysis and evaluation of the content and authorship of the sources; answer shows good organisation, structure and spelling, punctuation and grammar.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>High Level 2: 13-16 marks</strong>  &lt;br&gt;Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; full explanation of the significance / importance of the named issue; appropriate analysis and evaluation of both the content and authorship of the sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</td>
</tr>
</tbody>
</table>
INDICATIVE CONTENT FOR PART (b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(b)

How important was the Flight to Varennes?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the importance of the Flight to Varennes. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the importance of the flight to Varennes. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- Source A suggests that the King, Louis XVI, is extremely disappointed and disheartened by proposals relating to the new Constitution placed before the French people and that he considers, in effect, that the role of the monarch has been destroyed. His intention was to justify his action in leaving the country.
- Source B is the view of a hostile critic who sees Louis as abandoning his position – 'cutting and running rather than staying and arguing his corner. He considers Louis to be a man who cannot be trusted and whose actions are a betrayal of the cause of liberty.
- As the discussion surrounding the proposed constitution ground on, Louis considered his position untenable and felt that he had no other option but to leave the country. His declaration was his justification of why he was leaving. In the event it proved to be a monumental blunder.
- The importance of the Flight to Varennes was that it polarised opinion surrounding Louis. As both sources show his true feeling regarding the proposed changes were now a matter of public record and all but his staunchest supporters would be unwilling to question his integrity. While Gregoire was no friend of Louis, his sentiments were shared by many who were much more moderate.
**QUESTION: 2(b)**

What was the significance of the storming of the Bastille?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the significance of the storming of the Bastille. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the significance of the storming of the Bastille. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- **Source A** suggests that the storming of the Bastille was achieved as a result of mass popular support by an armed and violent crowd. Moreover the significance of this action was that it prompted some of the highest profile members of the Second Estate (including the king's own brother) to flee Paris. The author – von Fersen - is a close confidant of the Queen and also a Swedish diplomat. His role would be to accurately record this event for his government.

- **Source B** is the view of a journalist for the Times newspaper who is based in Paris. This is a paper which was widely read by the upper classes in Britain, the majority of whom would have been alarmed at the scale of the disorder sweeping the French capital. The most disturbing element of this report is that the army appears to be abandoning the King. According to the journalist following the storming of the Bastille, Paris is in a tense state and the Queen and her brother in law are the two most hated figures in the capital.

- Within the context of the unfolding crisis in France since the summoning of the Estates General in May 1789, the storming of the Bastille was a very significant and dramatic escalation in the crisis and the first serious outbreak of violence on a large scale.

- The sources show that the significance of the storming of the Bastille was that it marked a dramatic challenge to the authority of the King. This was the first of the *journées* and not only did it indicate a breakdown in authority it also prompted the first wave of emigration by the nobility.
Part (c)

Distribution of marks within each level for part (c), explaining the weighting for each assessment objective.

<table>
<thead>
<tr>
<th></th>
<th>AO1</th>
<th>AO2a</th>
<th>AO2b</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>1 mark</td>
<td>1-2 marks</td>
<td>1-5 marks</td>
<td>8</td>
</tr>
<tr>
<td>Level 2</td>
<td>2-3 marks</td>
<td>3-4 marks</td>
<td>6-9 marks</td>
<td>16</td>
</tr>
<tr>
<td>Level 3</td>
<td>4 marks</td>
<td>5-6 marks</td>
<td>10-14 marks</td>
<td>24</td>
</tr>
</tbody>
</table>

Marking guidance for examiners

Deciding on the mark point within a level
The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication
This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.
# ASSESSMENT GRID FOR PART (c)

**Target:** AO1; AO2a; AO2b  
**Total mark:** 24

**Focus:** Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of how aspects of the past have been interpreted and represented in different ways

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Award 0 for incorrect or incomplete answers.</td>
</tr>
<tr>
<td>1</td>
<td>1-8</td>
<td>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Awareness of different interpretations will be very limited. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</td>
</tr>
</tbody>
</table>
|       |      | **Low Level 1: 1-4 marks**  
Some limited historical knowledge is recalled; extracts material from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar. |
|       |      | **High Level 1: 5-8 marks**  
Limited historical knowledge is recalled; comprehends and extracts from source material with limited analysis and evaluation; shows some awareness of the interpretations of the issue in the sources; answer has some coherence and accuracy in spelling, punctuation and grammar. |
| 2     | 9-16 | Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. They will show an understanding of different interpretations. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar. |
|       |      | **Low Level 2: 9-12 marks**  
Some accurate and relevant historical knowledge is recalled, selected and deployed; some appropriate analysis and evaluation of source material; shows awareness of different interpretations of the issue; reasonable expression with some organisation and appropriate spelling, punctuation and grammar. |
|       |      | **High Level 2: 13-16 marks**  
Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of source material; sources used to support argument; shows awareness of different interpretations of the issue; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar. |
| 3 | 17-24 | Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination. They will use the sources appropriately to support arguments. They will show an understanding of how aspects of the past have been interpreted in different ways. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.  

**Low Level 3: 17-20 marks**  
Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; convincing analysis and evaluation of source material with sources used to support argument; shows how the issue has been interpreted in different ways; answer shows good organisation, structure and spelling, punctuation and grammar.  

**High Level 3: 21-24 marks**  
Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of source material with sources used to support argument; shows clear awareness of different interpretations of the issue; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar. |
INDICATIVE CONTENT FOR PART (c)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(c)

Do you agree with the interpretation that financial problems were responsible for the outbreak of the French Revolution in 1789?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement on the interpretation that financial problems were responsible for the outbreak of the French Revolution in 1789. Some of the issues to consider may include:

- Candidates are invited to enter into a debate on the extent to which financial problems were responsible for the outbreak of the French Revolution. Candidates should be able to consider whether this interpretation is valid and supported or is there evidence to the contrary?
- Answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source.
- Source D suggests that the monarchy was losing its authority by 1787 in that it was forced to ask for the approval of the aristocracy before Calonne’s package of financial reforms could be agreed. This approach of handpicking a potential docile assembly of notables backfired dramatically resulting in a revolt of the aristocracy. This is the view of a leading academic authority on the French Revolution. The tipping point which brought the monarchy to this position was the deep financial crisis the country was in.
- Source C, written by a contemporary, indicates that France and its people were on the eve of a great revolution in 1789 and that at the heart of its origins was the government’s crisis in finance - notably its great deficit and failure to secure adequate amounts of taxation. Moreover the failure of Louis plan - the revolt of the nobility was the reason behind the decision to call the Estates General.
- Answers will discuss the standpoint of each author. The author of Source D, Albert Soboul is a leading academic and, his undoubted commitment to rigorous academic research would render his interpretation valid. However as a Marxist Soboul would not favour any structure based on class. The tipping point which brought the monarchy to this position was the deep financial crisis the country was in.
- The other author of Source C is an English traveller and agricultural writer, who while not a political commentator, is sufficiently attuned to the feelings of the population to comment on the popular mood prevailing in the countryside. Young’s evidence would be of real use to historians looking to argue that France had been brought to the brink of revolution by financial problems.
- Candidates will consider alternative interpretations about the origins of the Revolution such as the deep rooted structural problems of the ancien régime which failed to include the bourgeoisie in decision making.
QUESTION: 2(c)

Do you agree with the interpretation that the National Assembly’s policies were successful?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgment on the interpretation that the National Assembly’s policies were successful. Some of the issues to consider may include:

- Candidates are invited to enter into a debate on the extent to which the National Assembly’s policies were successful. Candidates should be able to consider whether this interpretation is valid and supported or is there evidence to the contrary?
- Answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source.
- Source D is the view of a highly respected academic historian writing in a major work on the French Revolution. Doyle believes that the National Assembly’s policy toward the Catholic Church regarding the oath to the clergy was a great turning point in the Revolution since it compelled an important group of men – the clergy - to make a deliberate choice either for or against the revolution. Such a policy could well be considered far from successful and highly contentious.
- Source C refers to the debate over the proposed constitution which was a lively one and that Sieyes, who had enormous prestige gained as the author of the best selling and influential pamphlet – ’What is the Third Estate?’, was outlining his thoughts regarding which citizens ought to participate in the democratic process. This is the view of a leading theorician which suggests that not all French men deserved to be active citizens. This was a very controversial yet influential view – much opposed by the Jacobin. He acknowledges the importance of this reform in bringing a measure of democracy to France.
- Answers will discuss the standpoint of each author. The author of Source D, William Doyle is a leading academic and, his undoubted commitment to rigorous academic research would render his interpretation valid. As one able to take the long view of the way the revolution unfolded he has a very credible perspective.
- The author of Source C is the Abbe Sieyes, an important and influential theorist of the Revolution, who was to occupy a central role in the constitutional development of France. In Source C Sieyes is proposing that the exercise of the political rights should be limited. This was very controversial particularly among the Third estate, who wanted a say in governing the country.
- The sources show conflicting explanations and reveal the difficulty of finding an absolute answer as to the issue of whether the National Assembly’s policies were successful.
- Candidates will consider alternative interpretations about what the National Assembly most successful policies might have been and may well consider its financial proposals and tax reforms.
Part (d)

Distribution of marks within each level for part (d), explaining the weighting for each assessment objective.

<table>
<thead>
<tr>
<th>Level</th>
<th>AO1</th>
<th>AO2a</th>
<th>AO2b</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>2 mark</td>
<td>1-6 marks</td>
<td>1-2 marks</td>
<td>10</td>
</tr>
<tr>
<td>Level 2</td>
<td>4 marks</td>
<td>7-14 marks</td>
<td>3-4 marks</td>
<td>22</td>
</tr>
<tr>
<td>Level 3</td>
<td>6 marks</td>
<td>15-20 marks</td>
<td>5-6 marks</td>
<td>32</td>
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</table>

Marking guidance for examiners

Deciding on the mark point within a level
The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication
This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.
### ASSESSMENT GRID FOR PART (d)

**Target:** AO1; AO2a; AO2b  
**Total mark:** 32

**Focus:** Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of a range of source material with discrimination

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
</table>
| 1     | 1-10  | Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.  
**Low Level 1: 1-4 marks**  
Some limited historical knowledge is recalled; only comprehends and extracts from some of the nominated sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.  
**Mid Level 1: 5-7 marks**  
Limited historical knowledge is demonstrated; comprehends and extracts from the nominated source material; shows some awareness of the limitations of the given sources; generally comprehensible with some accuracy in spelling, punctuation and grammar.  
**High Level 1: 8-10 marks**  
Limited historical knowledge is applied; comprehends and extracts from source material with weak analysis of each of the nominated sources; offers a very limited judgement on utility of sources; answer has some coherence and accuracy in spelling, punctuation and grammar. |
| 2     | 11-22 | Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.  
**Low Level 2: 11-14 marks**  
Some accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers a limited judgement on utility of sources; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.  
**Mid Level 2: 15-18 marks**  
Accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers an appropriate judgement on utility of sources; there will be some attempt to place the sources in the context of the depth study; clear expression and organisation with appropriate spelling, punctuation and grammar.  
**High Level 2: 19-22 marks**  
Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of nominated source material; there will be some attempt to place the sources in the context of the depth study; offers a clear judgement on utility of sources; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar. |
<table>
<thead>
<tr>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>23-32</td>
<td>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination and in relation to the historical context. They will use the sources appropriately to support arguments. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</td>
</tr>
</tbody>
</table>

**Low Level 3: 23-25 marks**
Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; mostly appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of some of the sources; there will be a clear attempt to place the sources in the context of the depth study; answer shows good organisation, structure and spelling, punctuation and grammar.

**Mid Level 3: 26-29 marks**
Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of all the sources; there will be an obvious attempt to place the sources in the context of the depth study; answers will be largely coherent, fluent and well-organised. with good spelling, punctuation and grammar.

**High Level 3: 30-32 marks**
Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; there will be a sustained focus on dealing with the sources in the context of the depth study; offers a sustained judgement on utility of sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.
INDICATIVE CONTENT FOR PART (d)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(d)

How useful are Sources B, E and F in understanding the development of the French Revolution to 1792?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with the development of the French Revolution to 1792. Some of the issues to consider may include:

- the sources are useful in touching upon some of the issues which contributed to the development of the Revolution, including areas such as the Flight to Varennes (Source B), the issue of taxation (Source E) and émigré forces of the counter-revolution (Source F).
- Source B is useful as it is a view of Louis' view of the proposed changes in the new constitution – changes he clearly disapproves of and which led him to try and leave France.
- Source E is very useful as it shows one of the great grievances of ancien regime France - the unfairness of the taxation system. It is a contemporary French print which gives a real insight into people's feelings at the time
- there are a number of significant omissions and long-term causes are hardly mentioned.
- the sources provide the views a known opponent of Louis (Source B) a contemporary artist (Source E) and a royalist soldier serving with émigré forces (Source F) All in their way provide useful insights but also are far from being impartial commentators.
- there will be some discussion of the wider range of sources that could be of use in understanding developments in France during this period, and the narrowness of the range and type of sources selected for this enquiry, such as the key changes made particularly in relation to the origin and course of the revolution. There is nothing on how the structure of the ancient regime contributed to the financial crises. Although the constitution is mentioned there is nothing about its terms nor indeed of any other reforms carried out by the National assembly which transformed France.
QUESTION 2 (d):

How useful are Sources D, E and F in understanding the development of the French Revolution to 1792?

In your answer you are advised to analyse and evaluate the content and authorship of these sources and to use your own knowledge.

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with the development of the French Revolution to 1792. Some of the issues to consider may include:

- the sources are useful in touching upon some of the issues which contributed to the development of the Revolution, including areas such as the importance of he policies toward the Catholic Church (Source D), the opposition and revolt of the Parlement (Source E) and the flight to Varennes (Source F).
- Source D is useful as it sheds light on policies towards the Catholic Church and their consequence. Source E relates to the opposition for its own reasons of the Parlement of Paris to the prosed reforms of the government. Source F is a satirical look at the arrest of Louis at Varennes and mocks his physical attributes and love of good food. He is portrayed as a rather hapless figure.
- there are a number of significant omissions and long-term causes are not mentioned.
- the sources provide the views a known opponent of a British diplomat (Source E) a prominent academic historian (Source D) and a British satirical print mocking Louis situation and his physical attributes (Source F) All in their way provide useful insights but also each are far from being impartial commentators.
- there will be some discussion of the wider range of sources that could be of use in understanding developments in France during this period, and the narrowness of the range and type of sources selected for this enquiry, such as the key changes made particularly in relation to the origin and course of the revolution. There is nothing on how the structure of the ancien regime contributed to the financial crises or what the scale of the crisis was. Although the constitution is mentioned there is nothing about its terms. The war is also overlooked.