GradeMax

edexcel

Mark scheme

International Advanced Level in History (WHI01/1A)

Paper 2: Depth Study with Interpretations

Option 1A: France in Revolution, 1774–99

GradeMax

Edexcel, BTEC and LCCI qualifications

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General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

How to award marks

Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use their professional judgement to decide which level is most appropriate.

Placing a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Generic Level Descriptors for Paper 1

Targets: AO1 (10 marks): 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.

AO3 (15 marks): Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
1	**1-6**	• Simple or generalised statements are made about the view presented in the question. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the issue in the question. • Judgement on the view is assertive, with little supporting evidence.
2	**7-12**	• Some understanding of the issue raised by the question is shown and analysis is attempted by describing some points that are relevant. • Mostly accurate knowledge is included, but it lacks range or depth and only has implicit links to issues relevant to the question. • A judgement on the view is given, but with limited support and the criteria for judgement are left implicit.
3	**13-18**	• Understanding and some analysis of the issue raised by the question is shown by selecting and explaining some key points of view that are relevant. • Knowledge is included to demonstrate some understanding of the issues raised by the question, but material lacks range or depth • Attempts are made to establish criteria for judgement on the view and to relate the overall judgement to them, although with weak substantiation.
4	**19-25**	• Key issues relevant to the question are explored by analysing and explaining the issues of interpretation raised by the claim. • Sufficient knowledge is deployed to demonstrate understanding of the issues raised by the question and to meet most of its demands. • Valid criteria by which the view can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may only be partly substantiated, the overall judgement is supported.

Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material that is indicated as relevant. Candidates are expected to reach a judgement on whether the impact of the Enlightenment was the main reason why the ancien régime faced challenges in the years before 1789. The evidence supporting the given view should be analysed and evaluated. Relevant points may include: • Writers of the Enlightenment, such as Voltaire and Rousseau, were questioning old traditions and this created a climate of debate, criticism and challenge • The influence of the American War of Independence and the writings of Tom Paine, particularly *The Rights of Man* • The Enlightenment stressed reason over tradition, this was reflected in literature and art and was used to challenge the concept of the Divine Right of Kings • Resentment of the power of the Church was encouraged by the writing of Voltaire. The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include: • The financial crisis, caused by war, meant that government spending was not sustainable and this was the basis of challenging the legitimacy of the ancien régime • Government was weakened by its difficulty in raising loans • There was increased resentment of the taxation system • Trade depression and bad harvests of 1770s and 1780s created further challenge to a government system that was seen as increasingly corrupt, inefficient and out of touch • The unpopularity of the court and particularly the Queen. Other relevant material must be credited.

Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material that is indicated as relevant. Candidates are expected to reach a judgement about whether the sans-culottes were the main driving force of the revolution in the years 1789-92. The evidence supporting the given view should be analysed and evaluated. Relevant points may include: • The sans-culottes believed in equal rights, and that the rich should be taxed, and these were ideas central to the revolution • The sans-culottes hated the aristocrats and believed that food should be distributed to those in need • In 1789 the sans-culottes provided the muscle power behind the Estates General, e.g. the capture of the Bastille and bringing the court to Paris • In August 1792 the sans-culottes further drove the revolution, e.g. they surrounded the Legislative Assembly and coerced it into suspending the monarch. The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include: • In 1789 the revolution was driven by liberal aristocrats and the middle class, and they introduced significant reforms in 1789-91 • It was nobles like Mirabeau and Lafayette who wanted more significant change, and only wanted the sans-culottes help to defeat the royalist forces • The Legislative Assembly and the Convention, rather than the sans-culottes drove the revolution, e.g. by adopting a new calendar and replacing Christian symbols • The actions of the King, e.g. the flight to Varennes radicalised the revolution • The Jacobins became the most radical group within the Convention and the contest between themselves and the Girondins drove the revolution. Other relevant material must be credited.

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material that is indicated as relevant. Candidates are expected to reach a judgement about whether Robespierre was responsible for 'The Terror' in the years 1793-94. The evidence supporting the given view should be analysed and evaluated. Relevant points may include: • Robespierre saw treason everywhere and this coloured his opinion and informed his judgement and 'The Terror' became a personal policy • Robespierre played a major role in the fall of the Girondins as counter-revolutionaries and had many imprisoned and executed • Robespierre joined the Committee of Public Safety which increasingly directed 'The Terror' • The fall of Robespierre coincided with the ending of 'The Terror'. The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include: • French military defeats in the spring of 1793 caused a sense of distrust and contributed to the need for 'The Terror' • Counter-revolutionary plots also caused a sense of mistrust and this led to 'The Terror' • The Convention passed laws such as the Law of Prairial and the Law of Suspects • The role of other members of the Committee of Public Safety and the Committee of General Security. Other relevant material must be credited.

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material that is indicated as relevant. Candidates are expected to reach a judgement on whether the role of Napoleon Bonaparte was the main reason why the coup de Brumaire took place in 1799. The evidence supporting the given view should be analysed and evaluated. Relevant points may include: • Military success, e.g. the Italian Campaign, led people to see Napoleon as the 'son of the revolution' and as a national hero and leader • Napoleon's triumphal progress through France on his return from Egypt suggested to many that he wanted to be the leader • Napoleon's subsequent speeches suggest that he wanted his own personal success from a coup • As the coup progressed slowly, Napoleon's impatience for action led him to take control of the situation. The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include: • The role of Sieyès in wanting and initiating the coup • The 1799 Constitution gave effective power to the First Consul • The role of the Five Hundred and their objections to changes in the Constitution, led to Napoleon's frustration • The Directory's failures meant that France was at an economic and social turning point, with the royalist rising in the west causing the potential for civil war • Armies of the Second Coalition (GB, Russia, Austria, and Ottoman Empire) threatened invasion and this hastened the need for a change of government. Other relevant material must be credited.