GradeMax

edexcel

Mark scheme (Results)

International Advanced Level in History (WHI01/1A)

Paper 2: Depth Study with Interpretations

Option 1A: France in Revolution, 1774–99

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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, difference 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 about whether the failings of Louis XVI and his ministers in the years after 1780 was the main reason for the onset of the revolution in 1789. The evidence supporting the given view should be analysed and evaluated. Relevant points may include: • Louis and his ministers had increased taxes to raise money and the Third Estate was hit the hardest and this increased popular discontent • Finance Minister Calonne attempted to extend taxes to the nobility and clergy, who resented it, and protests in the parlements in many ways triggered the revolution of 1789 • In 1786 the French government was virtually bankrupt with an income of 475 million livres, but expenditure of 587 million livres, and the repeated failures to avoid this situation led to the calling of an Estates General for the first time since 1614 • Louis lacked charisma and a popular touch bringing the monarchy into disrepute and the subject of widespread satire. The evidence countering or modifying the given view should be analysed and evaluated. Relevant points nay include: • The writers of the Enlightenment stressed the importance of reason over tradition and so challenged the old regime • Attitudes towards the perceived excesses of the court, e.g. Marie Antoinette spending money on banquets, balls and entertainment • The success of the American Revolution by 1783 encouraged challenges to authority in France • The weather and poor harvest in 1788 produced an economic crisis in 1789 that intensified the discontent, e.g. riots broke out in Paris and the countryside. 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 war with Austria and Prussia was the main reason for the failure of constitutional monarchy in the years 1791-92. The evidence supporting the given view should be analysed and evaluated. Relevant points may include: • The war increased distrust in the king as Louis had hoped that war would lead to a French defeat and an overthrow of the revolutionary government • The war increased economic problems and food shortages and made the revolution increasingly extreme and republican • The increasing threat to Paris from the Austrian and Prussian armies produced a revolutionary fervour which led to an attack on the Tuileries and the suspension of the monarchy • The arrival of new troops to defend Paris (the Fédérés) increased the revolutionary atmosphere. The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include: • The attempted flight of the royal family to Varennes in 1791 undermined its position and there were calls for Louis to stand trial • It was the radical Convention, elected in September 1792, which legally abolished the monarchy • The growing republicanism in Paris and the political clubs predated the war • The depression in the luxury trades in Paris produced unemployment and economic misery, which created sans-culottes radicalism. 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 make a judgement about whether the Thermidorean government had a positive impact on France in 1794. The evidence supporting the given view should be analysed and evaluated. Relevant points may include: • The Thermidorean government ended the excesses of The Terror, e.g. it repealed the Law of Suspects • There was a greater spirit of toleration and a partially successful attempt to reconcile republicans and royalists • The more controversial aspects of Robespierre's policies (e.g. the cult of the Supreme Being) were abandoned • The Thermidorean government reassured property owners who had gained from the revolution that their gains were secure. The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include: • The Thermidoreans were a disparate group with many fundamental divisions, which caused instability • To many they appeared as cynical self-seekers who had done well out of the revolution and this weakened their authority • Their financial policies added to inflation and further damaged the economy • They had no new answers to the ongoing war and its domestic impact on France. 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 about whether economic and financial difficulties were the main problems facing the Directory in the years 1795-99. The evidence supporting the given view should be analysed and evaluated. Relevant points may include: • The Directory had to keep France supplied with food given that the British naval blockade prevented France getting supplies from overseas • The Directory had to restrict the sale of basic materials, e.g. candles and firewood, and in some cities there were thriving 'black markets' • The economy was undermined as paper money was losing its value • The Directory faced great difficulty in financing its government. The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include: • There was widespread discontent amongst Jacobin radicals, which led to outbreaks of radical demonstrations • Royalists seized the opportunity for revenge leading to the White Terror and counter-revolutionary activity • The Directory had to deal with civil war in the Vendée • The Directory suffered a series of military setbacks in 1798, which created discontent within France. Other relevant material must be credited.