GradeMax



# Mark scheme (Results)

June 2017

Pearson Edexcel International Advanced Level in History (WHI01)

Paper 1: 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.<br>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the issue in the question.<br>• 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.<br>• Mostly accurate knowledge is included, but it lacks range or depth and only has implicit links to issues relevant to the question.<br>• 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.<br>• Knowledge is included to demonstrate some understanding of the issues raised by the question, but material lacks range or depth<br>• 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.<br>• Sufficient knowledge is deployed to demonstrate understanding of the issues raised by the question and to meet most of its demands.<br>• 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.<br><br>Candidates are expected to reach a judgement on whether the impact of the American Revolution was the main problem facing France in the years before 1789.<br><br>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:<br><br>• The impact of the American Revolution created a precedent for the overthrow of a legitimate leader in the interest of the ruled and this influenced many in France<br><br>• The return of French soldiers e.g. Lafayette, who had fought with the rebels, from the American wars influenced revolutionary fervour<br><br>• The educated classes drew parallels between the 'tyranny' of George III of Great Britain and his 'despotic' ministers, and that of Louis and his ministers in France<br><br>• The impact of the American Revolution was financial, as involvement in the wars forced the French government to take out loans at interest rates which it could ill afford and to impose the triple *vingtième* in 1782.<br><br>The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include:<br><br>• The structure of France's financial system was defective and this pre-dated the American Revolution and the attempts to reform it triggered revolution<br><br>• The nobility were divided and resentful and this caused serious problems in France<br><br>• The Enlightenment and the spread of new ideas challenged the role of the monarchy and privilege and this caused problems in France<br><br>• A series of poor harvests created pressure on food supplies for a growing population and this led to peasant and worker unrest.<br><br>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.<br><br>Candidates are expected to reach a judgement on whether the impact of the King's flight to Varennes was the main reason why France became a Republic in 1792.<br><br>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:<br><br>• The flight reinforced the King's untrustworthiness and confirmed to radicals that he was merely biding his time until he could re-exert his authority<br><br>• The suggestion that his intention was to leave France and return with the Austrian army damaged his credibility and led to demands for a Republic<br><br>• It was suggested that his intention was to gain the protection of a royalist military commander and renegotiate the terms of the Constitution in his favour and this fuelled demands for a Republic<br><br>• Being brought back to Paris, in disgrace, seriously weakened support for the King and a constitutional monarchy, and Parisians began to talk of a Republic.<br><br>The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include:<br><br>• The Constituent Assembly had worked hard to deliver a moderate constitution and sound administrative framework but radical elements wanted a Republic<br><br>• Some Jacobins and members of the Cordeliers Club sent a stream of petitions demanding the ending of the monarchy and the creation of a Republic<br><br>• The war further divided the French nation as failure was blamed on counter-revolutionaries e.g. the court, nobles and refractory priests, yet Louis vetoed laws and appeared to undermine the war effort<br><br>• The issuing of the Brunswick Manifesto further increased tension and as a consequence the largely republican *fédérés* from the provinces began to mass in Paris<br><br>• There was still a solid body of support for the monarchy amongst moderate reformers e.g. Lafayette.<br><br>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.<br><br>Candidates are expected to reach a judgement on whether deciding what to do with the King was the main problem facing the National Convention in the years 1792-94.<br><br>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:<br><br>• There was a bitter split of opinion regarding the fate of the King e.g. Robespierre and the Montagnards favoured trial and execution, many Girondins accepted trial but were reluctant to kill the King, making a decision difficult<br><br>• Success in the war allowed the Girondins to hold off a decision and this frustrated the Jacobins, and this allowed the issue to fester<br><br>• There was widespread revulsion at the prospect of execution of the King and this led to regional revolts<br><br>• There was widespread concern about the likely reaction from hostile European monarchies.<br><br>The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include:<br><br>• The expansion of the war created further economic difficulties which had to be dealt with e.g. with prices rising printing more paper money merely made it worthless<br><br>• The Convention faced several protests against the *levées* and economic hardship and these problems had to be dealt with<br><br>• The rising in the Vendée led the Convention to order 30,000 troops to leave the war front in order to deal with the rebels and this impacted on their ability to fight the war<br><br>• The Convention needed to control the country in extreme conditions and as consequence introduced radical 'emergency' measures e.g. setting up the Revolutionary Tribunal, the Committee of Public Safety.<br><br>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.<br><br>Candidates are expected to reach a judgement on whether the main achievement of the Directory was its success in dealing with external threats to France in the years 1795-99.<br><br>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:<br><br>• France had entered Spain and signed a peace treaty which led to an alliance between the two countries in October 1796 and this strengthened and secured France's border with Spain<br><br>• Austrian armies were defeated in Piedmont and Mantua, and this led to a favourable peace treaty between France and Austria in 1796<br><br>• In January 1798 France seized Switzerland and created the Helvetic Republic which annexed Geneva to France, further strengthening France's border<br><br>• In March 1798 the left bank of the Rhine officially passed to France following the Congress of the Holy Roman Empire and this further strengthened and secured France's border against the threat of invasion.<br><br>The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include:<br><br>• The Directory created a new constitution for France (The Constitution of Year III) which avoided the extremism of the Jacobins and the Sans Culottes and the conservatism of the royalists and the ancient regime<br><br>• The Directory prevented government by dictatorship e.g. members of the Directory would not be able to sit in either of the two large councils and their powers were limited<br><br>• The Directory introduced short term economic measures e.g. the restoration of some indirect taxation and a new currency which stabilised the economy<br><br>• Massive foreign threats re-emerged in 1798-99 e.g. the Second Coalition.<br><br>Other relevant material must be credited. |