GradeMax



Mark scheme (Results)

October 2017

Pearson Edexcel International Advanced Level in History (WHI01)

Paper 1: Depth Study with Interpretations

Option 1A: France in Revolution, 1774-99

Edexcel, BTEC and LCCI qualifications

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Sample Assessment Material
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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 on whether the taxation system was the main reason why the French economy was in crisis by 1789 The evidence supporting the given view should be analysed and evaluated. Relevant points may include: • The taxation system was too complex and it had a damaging effect on the French economy • The inefficient collection of taxes led to regional inequalities and corruption which damaged the French economy • The unfairness of the *taille* gave peasants every encouragement to deceive and defraud, as well as curb production, which had an adverse effect on the economy • Indirect taxation of the rural and urban poor created further problems within the French economy. The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include: • The attempted financial reforms of Turgot, Necker and Calonne added to the economic crisis in France rather than solving it • The decision to join the War of American of Independence, on the side of the colonists against Britain, came at great cost and damaged trade • France's largely rural economy was dependent on the weather, and bad harvests, during the 1780s, forced up prices and had consequences for industry and trade • The backwardness of French agriculture and the growth in population put a severe strain on the economy. 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 on whether the main achievement of the National Assembly was the creation of a new constitution. The evidence supporting the given view should be analysed and evaluated. Relevant points may include: • The new constitution laid the foundations for subsequent French governments and guaranteed freedom of expression, opinion, religion, fair trial, consent to taxation and the right to property • The new constitution made the position and power of the King very clear e.g. while the King retained 'supreme power', he only had a four-year veto on law, and an elected National Assembly • The new constitution empowered 'active citizens' e.g. males over the age of 25, who had the right to vote in the first stage of local and national elections • The new constitution allowed anyone to vote in the second stage of elections, hold office or become a deputy in the National Assembly, provided that they paid the equivalent of days of labour in taxes. The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include: • The new constitution was limited e.g. it gave only 61% of males the right to vote, women were not allowed to vote in the first stage of elections, with very few eligible at higher stages • The new constitution became a grievance of the sans-culottes, who saw it as favouring the very wealthy, allowing them to dominate the political system • The National Assembly created a single legal system replacing a muddled old system that varied regionally under the *ancien régime* e.g. fewer crimes punishable by death • The National Assembly dealt with the financial crisis e.g. unpopular indirect taxes were withdrawn, and direct taxes were replaced, free trade in grain was introduced and internal tariffs disappeared • The National Assembly reformed the church, and abuses and privileges were removed e.g. tithes were abolished, pluralism was forbidden by the Civil Constitution of the Clergy. 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 on whether attacks on traditional religion were the main feature of the Terror in France in the years 1793-94. The evidence supporting the given view should be analysed and evaluated. Relevant points may include: • The Catholic Church was attacked with a campaign to close all churches by the spring of 1794 • The attack saw the destruction of religious signs and symbols e.g. the Paris *commune* destroyed religious and royal statues, and changed street names with religious connections • The position of Priests was attacked e.g. they were forced to marry or adopt orphans, and the paying of clerical salaries was stopped in May 1793, and the wearing of clerical dress was banned • The religious significance of Notre Dame was ended, it became the 'Temple of Reason'. The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include: • Attacks on religion varied across France during The Terror • The Terror had an impact on French citizens e.g. between 15,000 to 50,000 were arrested, imprisoned without trial and beheaded at the guillotine, based on the 'Law of Suspects' • The Terror resulted in key figures who had supported the revolution e.g. Danton, coming under 'suspicion' and being killed • The safeguarding of the Parisian revolutionary dominance was an essential feature of the Terror 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 Sieyès was the main reason for the success of the coup de Brumaire (1799). The evidence supporting the given view should be analysed and evaluated. Relevant points may include: • Sieyès was instrumental in wanting a coup that would bring about change by peaceful means and strengthen the executive without disturbing the political equilibrium • He produced a constitution that he was confident that the Council would accept and support • By the use of extensive political maneuvering Sieyès had been elected by the Council of the Five Hundred to the Directory, and he was then able to dissolve the Directory ensuring the success of the coup • He enlisted the support of Napoleon, who was increasingly seen as a 'national hero', to ensure that coup was successful The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include: • Napoleon's use of propaganda regarding a Bourbon restoration and destruction of the revolution, damaged the Directory beyond repair, and led to the success of the coup • The role of Lucien Bonaparte in falsely persuading the Council that a Jacobin coup was in hand in Paris was instrumental in the success of the coup • The widespread support for a coup given by the property-owning classes e.g. they believed that the Directory's military weakness meant that they would not secure markets and a coup with a strong leader would • The use of the army e.g. The Directors realised too late that they had lost control of events when they put the Paris garrison of 8000 regular troops under Napoleon's command • The considerable support for a coup by the highly influential Ancients and the Five Hundred ensured its success. Many had been financially bribed and given advanced information about the coup. Other relevant material must be credited.