GradeMax



Mark Scheme (Results)

Summer 2018

Pearson Edexcel International Advanced Level in History (WHI01/1A)

Paper 1: Depth of 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 first candidate in exactly the same way as they mark the last.
- 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.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- 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.

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 it was the revolt of the aristocracy (1788) rather than the Tennis Court Oath (1789) that marked the true onset of the French Revolution. The evidence supporting the given view should be analysed and evaluated. Relevant points may include: • The revolt of the aristocracy was the most violent opposition yet that Louis had faced, e.g. Day of Tiles, demonstrating that royal authority was collapsing • The revolts were led by the First and Second Estates, who met in unauthorised assemblies calling for an Estates-General to consent to new taxes • The revolts prevented Louis from imposing his reforms on the State and this led to a paralysis of government which could only be broken by agreeing to the demands to call the Estates-General • During the revolt Louis lost the support of the normally loyal Church, e.g. the issue of *don gratuit.* The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include: • The revolt of the aristocracy was uncoordinated, sporadic and petered out • The Oath was a direct challenge to the power of the King to dissolve the National Assembly • The Oath reiterated the decision made by the Third Estate on June 17th to declare themselves a National Assembly representing the people of France • Louis XVI's reaction to the Oath encouraged deputies from both the First and Second Estates to join with the National Assembly • Popular opinion in Paris began to turn against the ancien régime. 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 actions of Louis XVI were the main reason for the fall of the monarchy in France in 1792. The evidence supporting the given view should be analysed and evaluated. Relevant points may include: • Louis's attempted escape to Varennes reinforced the impression that Louis was an untrustworthy monarch • Louis's increasing use of the veto, e.g. laws about refractory priests, increased his unpopularity • Louis's dismissal of his Girondin ministers made it look as if he was undermining the French war effort • Louis's reluctant acceptance of the new constitution gave the impression that he was merely biding his time until he could re-assert his authority. The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include: • The growth of political clubs which fostered political debate encouraged divisions between moderates and radicals who wanted a Republic • The war polarised opinion in France, as it seemed the King's sympathy was with the invading armies • The Brunswick Manifesto increased tension and led revolutionaries to feel that they had nothing to lose by getting rid of the King • The growing power of the sans-culottes whose invasion of the Tuileries on two occasions in 1792 weakened the position of the King and led directly to his suspension and imprisonment • The economic troubles and hardship, further exacerbated by the war, led many, including liberals who has supported the monarchy, to want change. 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 the impact of counter-revolutionary uprisings was the main reason for the emergence 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: • Uprisings were widespread, e.g. in the regions of La Vendée, Normandy and Brittany, showing that the government in Paris had lost control of the provinces and 'terror' was a means of stopping them • The threat of foreign invasion was linked with counter revolutionary uprisings, e.g. British occupation of Toulon and aid to the Vendée rebels, and 'terror' was used to counteract this • Watch or Revolutionary Committees were set up in each commune and each major town to watch for suspected traitors, who would then try (without jury or appeal) and execute them • Groups of sans-culotte volunteers were formed with the authority to attack anyone found supporting counter-revolutionaries. 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 led to the emergence of The Terror • The deteriorating economic situation and food shortages led to protest and 'terror' was used deal with the problem • Robespierre saw treason everywhere and this coloured his opinion and informed his judgement and 'terror' became a personal policy • It was St Just (the 'Angel of Death') who carried out a ruthless and bloody programme of intimidation that saw the emergence of 'terror' in order to consolidate Robespierre's power • Jacobins faced insecurities and threats to their power; the emergence of The Terror came from their increasing conflict and rivalry. 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 Napoleon established the Consulship to maintain the principles of the revolution. The evidence supporting the given view should be analysed and evaluated. Relevant points may include: • Napoleon had strong revolutionary sympathies and been associated with the Robespierre brothers • Napoleon's Constitution of 1799 maintained the revolutionary principles of the 'sacred rights of property, equality and liberty' • Napoleon used plebiscites in order to demonstrate that he had the support of the people • Napoleon continued work that had been started by the Convention and Directory, with many of the same personnel continuing in government office. The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include: • The establishment of the Consulship was based on the need for a stronger government than that of the Directory, regardless of any principles • The establishment of the consulship tailor-made the position of First Consul to give Napoleon dictatorial powers • The establishment of the Consulship was about reconciling the differences between the revolutionaries and the royalists • The establishment of the Consulship amounted to the ending of the sacred revolutionary principle of 'the separation of the powers', e.g. Napoleon acted as a dictator. Other relevant material must be credited.