GradeMax



Mark Scheme (Results)

October 2018

Pearson Edexcel International Advanced Level in History (WHI01)
Paper 1: Depth Study with Interpretations

Option 1A: France in Revolution, 1774-99

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

October 2018
Publications Code WHI01_1A_History_55468_1810_MS
All the material in this publication is copyright
© Pearson Education Ltd 2018

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.

Option 1A: France in revolution, 1774–99

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 ancien régime was weakened more by the impact of the American Revolution than by the ideas of the Enlightenment. The evidence supporting the given view should be analysed and evaluated. Relevant points may include: • 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 and undermined the ancien régime • The return of French soldiers, who had fought with the rebels, from the American wars led to revolutionary fervour and outbreaks of rural violence in regions south of Paris • 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 • The impact of the American Revolution was also financial, as involvement in the wars forced the regime to take out loans at interest rates that it could ill afford. The evidence countering or modifying 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 that undermined the *ancien régime* • The writers of plays which particularly criticised the privileges of nobility were very influential, e.g. Beaumarchais, *The Marriage of Figaro* • 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 and this undermined 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 main achievement of the National Assembly, in the years 1789–91, was the Declaration of the Rights of Man. The evidence supporting the given view should be analysed and evaluated. Relevant points may include: • The Declaration laid down the principles on which the new constitution of France would be based, which signalled the end of the Divine Right of Kings • The Declaration contained the 'natural, inalienable and sacred rights of man', and established the principle that 'Men are born free, and remain free and equal in their rights', which would benefit the people • The Declaration guaranteed freedom of expression, opinion, religion and fair trial, consent to taxation and the right to property for the first time • The Declaration established the principle of meritocracy, and the importance of an elected assembly to express the view or 'general will' of the people. The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include: • The Declaration was abstract and theoretical and meant little without practical reforms • The National Assembly created a constitution that laid the foundations for subsequent French governments and guaranteed freedoms, e.g. religion, fair trial • 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, new system of courts • The National Assembly attempted to deal with the financial crisis and did free up the internal economy, e.g. 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, 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 the main consequence of the Terror on France, in the years 1793–94, was the centralisation of methods of control. The evidence supporting the given view should be analysed and evaluated. Relevant points may include: • The Revolutionary Tribunal was set up in Paris to try those accused of counter-revolutionary activities • Watch (or revolutionary) committees were set up in each *commune* and in every major town to watch for foreigners and suspected traitors • Representatives-on-mission were appointed to go out into the provinces to speed up conscription and check the conduct of army generals • The Committee of General Security was set up exclusively to deal with matters of internal security, controlling a spy network and secret police force • Provincial challenge to central authority in Paris was destroyed, e.g. Vendée, Toulon and Lyon. The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include: • The Terror had a consequence for 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 executed • The Terror allowed for the formation of a very large army, which allowed it to defeat its foreign enemies • The Terror led to moderates being replaced by extreme militants in local government who then carried out atrocities against anyone suspected of being a counter-revolutionary. 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 Thermidorean government (July 1794–October 1795) had a more positive impact on France than the Directory (November 1795–November 1799). The evidence supporting the given view should be analysed and evaluated. Relevant points may include: • The Thermidorean government created the constitution (Year III) under which the Directory was allowed to assume power • The Thermidorean government ended the excesses of the Terror, e.g. the Revolutionary Tribunal was abolished, the Law of Prairial was repealed and the Jacobin Club was closed • There was a greater spirit of toleration and a partially successful attempt to reconcile Republicans and Royalists • The Thermidorean government formally separated the church from the state, e.g. the state no longer paid clerical salaries and religious freedom was guaranteed • 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 Directory avoided the extremism of the Jacobins and the *sans culottes* and the conservatism of the royalists and the *ancien régime* • 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 • The Directory introduced short-term economic measures, e.g. the restoration of some indirect taxation and a new currency, which stabilised the economy • The threat of extremism had not gone away, but was successfully dealt with when it reared its head, e.g. the Babeuf Plot and the Coup of Fructidor. Other relevant material must be credited.