GradeMax



Pearson
Edexcel

Mark Scheme (Results)

January 2019

Pearson Edexcel International Advanced Level
In History (WHI01) Paper 1A

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

January 2019
Publications Code: WHI01_1A_1901_MS
All the material in this publication is copyright
© Pearson Education Ltd 2019

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.

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 taxation system was more significant as a cause of discontent in France, in the years before 1789, than corruption at court. The evidence supporting the given view should be analysed and evaluated. Relevant points may include: • The taxation system was unfair, with the poorest people in France paying the majority of the taxes, e.g. the nobility and the clergy were mostly exempt and this led to discontent • The inefficient collection of taxes also led to discontent, e.g. there were regional inequalities, corruption and resentment, and it failed to raise the required revenues • Attempts to introduce tax reform created hostility from those most heavily affected, e.g. property owners and office holders • There had been reforms modifying corruption at court. The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include: • Louis XVI's inability to control the court and the excesses of those in it led to criticism and fuelled popular discontent • The perception of Marie Antoinette as immoral, unprincipled, debauched and having gambling debts was further evidence of court corruption and fuelled discontent, e.g. diamond necklace incident • The resentment of noble patronage, e.g. their plundering of the public purse fuelled discontent • The privileged position of the Church and its links with court patronage led many to believe it was corrupt and this led to discontent. 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 reform of the Church, by the National Assembly, was more significant than the introduction of a new constitution. The evidence supporting the given view should be analysed and evaluated. Relevant points may include: • The National Assembly abolished tithes, e.g. *annates* (to the Pope) and the *don gratuit* (the right of the clergy to decide its own taxation) significantly changing how the Church operated • The National Assembly implemented the Civil Constitution of the Clergy, which significantly limited the power of the Pope, e.g. no longer allowed to confirm bishops • The reforms of the Church turned into a struggle over authority and proved divisive, e.g. caused deep divisions throughout France and alienated the King • The new constitution was theoretical in nature and did stand the test of time, e.g. changed in 1792 with the abolition of the monarchy. The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include: • The reform of the Church failed to find an acceptable solution to the relationship between the State and Church • 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 contributed to growing instability as its limited effect seemed to favour the wealthy and bourgeois and this fuelled *sans-culottes* grievance. 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 actions of Robespierre had little significance in causing The Terror in France in the years 1793–94. The evidence supporting the given view should be analysed and evaluated. Relevant points may include: • Robespierre was not elected to the Committee of Public Safety until 27 July and played no part in the key events of 31 May to 2 June when the Terror began • French military defeats in the spring of 1793 caused a sense of distrust and this led to the need for the Terror • Counter-revolutionary plots also caused a sense of mistrust and this led to the Terror • The role of other members of the Committee of Public Safety, e.g. Collot d'Herbois and Billaud-Varenne in initiating the Terror. The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include: • Robespierre's period of maximum influence coincides with the maximum intensity of the Terror, e.g. the Law Prairial • Robespierre played a major role in the fall of the Girondins as counter-revolutionaries and had many imprisoned and executed • Robespierre joined the Committee of Public Safety, which increasingly directed the Terror • The fall of Robespierre coincided with the ending 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 Directory had more success in dealing with external threats than it did in dealing with internal threats. The evidence supporting the given view should be analysed and evaluated. Relevant points may include: • 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 • Austrian armies were defeated in Piedmont and Mantua, and this led to a favourable peace treaty between France and Austria • In 1798 France seized Switzerland and created the Helvetic Republic, which annexed Geneva to France, and the acquisition of the left bank of the Rhine further strengthened France's eastern border • The Directory was unable to tackle the bitter division over religion. The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include: • The Directory was successful for four years in checking threats posed by the radical left and the royalist right • The Directory represented a balance between radical and conservative elements and prevented the threat of anarchy or tyranny • The Directory crushed the revolt in the Vendée • Britain remained an undefeated enemy, which allowed for the formation of the Second Coalition against France, which included Russia. Other relevant material must be credited.