GradeMax



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# Mark Scheme (Results)

## October 2020

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

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 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.<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 storming of the Bastille was the most significant event of the revolution in the year 1789.<br><br>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:<br><br>• The storming of the Bastille symbolised the outbreak of a popular revolution against the monarchy and the ancien régime<br>• The storming of the Bastille was orchestrated by the sans-culottes, which established their influence in the revolution in 1789<br>• As a consequence of the storming of the Bastille, Louis XVI lost control of Paris and this weakened the power of the king<br>• The rioters at the storming of the Bastille were supported by some of the Paris garrison and the Paris police, and this weakened law and order.<br><br>The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include:<br><br>• The storming of the Bastille was purely a symbolic act, e.g. there were only a handful of prisoners and it was of little military importance<br>• The Tennis Court Oath led to deputies from both the First and Second Estates joining the National Assembly, and popular opinion in Paris turned against the ancien régime<br>• The uprisings that became known as The Great Fear were widespread and forced the Assembly to abolish the feudal system, signalling the end of the ancien régime<br>• The October Days led to the return of the monarchy from Versailles to Paris and this resulted in the monarchy being open to significant pressure from the Paris mob.<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 actions of the sans-culottes were mainly responsible for France becoming a Republic in 1792.<br><br>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:<br><br>• The sans-culottes, despairing of the Assembly's failure to respond to many petitions for the overthrow of the monarch, took over the Hôtel de Ville, set up a revolutionary *commune* and took effective control of Paris<br><br>• The sans-culottes marched to the Tuileries and this to led to the monarch's suspension and imprisonment<br><br>• The attack on the Tuileries led directly to the election of a new Convention, which established the Republic, under clear pressure from the Parisian sans-culottes<br><br>• The September Massacres confirmed the power of the sans-culottes as the cutting edge of the revolution and showed they were prepared to adopt almost any means to secure a Republic.<br><br>The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include:<br><br>• Louis's attempted escape to Varennes reinforced the impression that Louis was an untrustworthy monarch and played into the hands of those wanting a Republic<br><br>• Louis's reluctant acceptance of the new constitution and his use of the Veto undermined his position as a constitutional monarch and increased support for a Republic<br><br>• The Brunswick Manifesto increased tension and led revolutionaries to feel that they had nothing to lose by getting rid of the King<br><br>• The economic troubles and hardship, further exacerbated by the war, led many, including moderate reformers who had supported the monarchy, to want change and support the creation of a Republic.<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 the Thermidorean government was not a success in governing France in the period July 1794-October 1795.<br><br>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:<br>• The Thermidoreans were a disparate group with many fundamental divisions, which caused significant political instability<br>• The Thermidoreans appeared as cynical self-seekers who had done well out of the revolution and this weakened their authority and limited their success<br>• The Thermidorean government's financial policies added significantly to inflation and further damaged the economy, e.g. the printing of more money<br>• The Thermidorean government were not successful in resolving the ongoing war and its domestic impact on France.<br><br>The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include:<br>• The Thermidorean government successfully ended the excesses of The Terror, e.g. it repealed the Law of Suspects<br>• The Thermidorean government successfully created a greater spirit of toleration and was partially successful in its attempts to reconcile republicans and royalists<br>• The more controversial aspects of Robespierre's policies (e.g. the cult of the Supreme Being) were abandoned<br>• The Thermidorean government reassured property owners who had gained from the revolution that their gains were secure.<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 Directory governed France successfully in the years 1795-99.<br><br>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:<br><br>• The Directory operated 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<br><br>• The Directory avoided government by dictatorship, e.g. members of the Directory were not able to sit in either of the two large councils and their powers were limited<br><br>• The Directory introduced some successful financial measures, e.g. the restoration of some indirect taxation and a new currency that stabilised the economy<br><br>• The threat of extremism was successfully dealt with when it reared its head, e.g. the Babeuf Plot and the Coup of Fructidor.<br><br>The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include:<br><br>• The Directory's economic policies led to inflation, e.g. printing more money, and this led to high food prices<br><br>• The Directory's imposition of martial law in the provinces failed to solve the problems of lawlessness and disorder<br><br>• The Directory's measures to prevent Jacobin and royalist influence led to opposition and protest, e.g. attempted coups against the Directory<br><br>• The Directory's attempts to defeat the Second Coalition failed, which served to increase the likelihood of a coup.<br><br>Other relevant material must be credited. |

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