



# Mark Scheme (Results)

Summer 2023

Pearson Edexcel International Advanced A  
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

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**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
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-6</b>	<ul style="list-style-type: none"><li>• Simple or generalised statements are made about the view presented in the question.</li><li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the issue in the question.</li><li>• Judgement on the view is assertive, with little supporting evidence.</li></ul>
<b>2</b>	<b>7-12</b>	<ul style="list-style-type: none"><li>• Some understanding of the issue raised by the question is shown and analysis is attempted by describing some points that are relevant.</li><li>• Mostly accurate knowledge is included, but it lacks range or depth and only has implicit links to issues relevant to the question.</li><li>• A judgement on the view is given, but with limited support and the criteria for judgement are left implicit.</li></ul>
<b>3</b>	<b>13-18</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• Knowledge is included to demonstrate some understanding of the issues raised by the question, but material lacks range or depth</li><li>• Attempts are made to establish criteria for judgement on the view and to relate the overall judgement to them, although with weak substantiation.</li></ul>
<b>4</b>	<b>19-25</b>	<ul style="list-style-type: none"><li>• Key issues relevant to the question are explored by analysing and explaining the issues of interpretation raised by the claim.</li><li>• Sufficient knowledge is deployed to demonstrate understanding of the issues raised by the question and to meet most of its demands.</li><li>• 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.</li></ul>

Question	Indicative content
1	<p>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.</p> <p>Candidates are expected to reach a judgement on whether the impact of the Enlightenment, rather than the failings of Louis XVI and his ministers, was more significant in causing challenges to the ancien régime in the years before 1789.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Writers of the Enlightenment, such as Voltaire and Rousseau, were questioning old traditions and the concept of the Divine Right of Kings, which created a climate of debate, criticism and challenge</li> <li>• The influence of the American War of Independence and the writings of Tom Paine, particularly <i>The Rights of Man</i>, created a climate of debate, criticism and challenge</li> <li>• The Enlightenment stressed reason over tradition and this was reflected in literature, theatre and art, e.g. <i>Le Mariage de Figaro</i> by Beaumarchais, which attacked the archaic privileges of the nobility</li> <li>• Resentment of the power and intolerance of the Church was encouraged by the writings of Voltaire, which challenged one of the bastions of the ancien régime.</li> </ul> <p>The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The ideas of the Enlightenment reached only a small number of the French people and, therefore, was a limited challenge to the ancien régime</li> <li>• Louis and his ministers had increased taxes to raise money and the Third Estate was hit the hardest and this increased popular discontent, which challenged the ancien régime</li> <li>• Finance Minister Calonne attempted to extend taxes to the nobility and clergy, who resented it, and protests in the <i>parlements</i> challenged the authority of the ancien régime</li> <li>• By 1786, due to financial mismanagement, the French government was virtually bankrupt, which led to tracts and pamphlets being published that challenged the authority of the ancien régime and its despotism</li> <li>• Louis lacked charisma and a popular touch, which brought the monarchy into disrepute and made him the subject of widespread satire.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
2	<p>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.</p> <p>Candidates are expected to reach a judgement on whether the main consequence of the French Revolution, in the years 1789-92, was the introduction of a new constitution.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The new constitution laid the foundations for French government and guaranteed freedoms, e.g. expression, religion, and the separation of the powers</li> <li>• 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 had to work with an elected National Assembly</li> <li>• 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</li> <li>• The new constitution established a National Assembly as a single elected chamber.</li> </ul> <p>The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Revolution led to the creation of a single legal system, replacing a muddled old system that varied regionally under the ancien régime</li> <li>• The Revolution led to the radical reform and decentralisation of local government, e.g. a new three-tier system of <i>départements</i>, districts and <i>communes</i> with officials being elected by active citizens</li> <li>• The Revolution led to solutions that 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</li> <li>• The Revolution led to a reform of the Church, e.g. abuses and privileges were removed, tithes were abolished and pluralism was forbidden by the Civil Constitution of the Clergy.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
3	<p>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.</p> <p>Candidates are expected to reach a judgement on whether controlling the lives of French citizens was the main feature of The Terror in the years 1793-94.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In order to ensure the Convention could control citizens, the Revolutionary Tribunal was set up in Paris to try those accused of counter-revolutionary activities</li> <li>• Watch (or revolutionary) committees were set up in each commune and in every major town to watch for suspected traitors</li> <li>• Representatives-on-mission were appointed to go out into the provinces to speed up conscription and check the conduct of army generals</li> <li>• The arbitrary use of violence was used as a means of control, e.g. between 15,000 to 50,000 were arrested, imprisoned without trial and beheaded at the guillotine</li> <li>• Provincial challenge to central authority in Paris was controlled, e.g. the Vendée, Toulon and Lyon.</li> </ul> <p>The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A feature of The Terror was key figures who had supported the revolution, e.g. Danton, coming under 'suspicion' and being executed</li> <li>• A feature of The Terror was that it contributed towards the formation of a very large army, which allowed it to defeat its foreign enemies</li> <li>• A feature of the Terror was the attack on the Catholic Church, e.g. dechristianisation led to the destruction of religious symbols and the wearing of clerical dress and divided French society</li> <li>• A feature of The Terror was social improvement, e.g. the Bocquier Law provided a system of free education; people born out of wedlock were given full inheritance rights.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>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.</p> <p>Candidates are expected to reach a judgement on whether, in 1799, the establishment of Napoleon's Consulship did more to maintain the principles of the Revolution than it did to destroy them.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Napoleon had strong revolutionary sympathies and been associated with the Robespierre brothers</li> <li>• Napoleon's Constitution of 1799 maintained the revolutionary principles of the 'sacred rights of property, equality and liberty'</li> <li>• Napoleon continued work that had been started by the Convention and Directory, with many of the same personnel continuing to apply the principles of the Revolution to legislation and practice.</li> </ul> <p>The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The establishment of the Consulship was based on the need for a stronger government than that of the Directory, regardless of any principles</li> <li>• The establishment of the Consulship re-introduced the concept of order, which had been banished by the Revolution</li> <li>• The establishment of the consulship tailor-made the position of First Consul to give Napoleon dictatorial powers</li> <li>• The establishment of the Consulship saw Napoleon create a court and etiquette that resembled that of the ancien régime</li> <li>• 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.</li> </ul> <p>Other relevant material must be credited.</p>

