



## Mark scheme (Results)

January 2023

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

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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
	0	No rewardable material.
1	1-6	<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>
2	7-12	<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>
3	13-18	<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>
4	19-25	<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 in the year 1789, the most significant event of the revolution was the Tennis Court Oath.</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 Tennis Court Oath, 20 June, was a direct challenge to the power of the King to dissolve the National Assembly</li> <li>• The Tennis Court Oath confirmed the decision made by the Third Estate, 17 June, to declare themselves a National Assembly representing the people of France</li> <li>• The Tennis Court Oath emphasised the new idea of popular sovereignty, which presented a fundamental change to the role of monarchy</li> <li>• The Tennis Court Oath influenced popular opinion in Paris, which increasingly turned against 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 meeting of the Estates General, 5 May, condemned the government of the ancient régime for its despotism and inefficiency and proposed significant reform</li> <li>• The storming of the Bastille (12-14 July) was significant as a symbol of royal authority had been challenged and, with the defection of some royal troops, the king's authority was seriously damaged</li> <li>• The Great Fear (July/August) frightened the mainly bourgeois members of the assembly, who grew so concerned that they decided to implement liberal measures, e.g. the abolition of feudal dues (4 August)</li> <li>• The Declaration of the Rights of Man, 26 August, laid down the principles for the new constitution of France, e.g. equal rights, freedom of expression, fair trial.</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 during the year 1792, the key stage in the radicalisation of the revolution was the September Massacres.</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 September Massacres saw Parisian radicals exploiting the panic in the city. Prisoners were regarded as counter-revolutionaries and brutally killed, which saw the revolution become increasingly violent</li> <li>• The September Massacres confirmed the power of the Paris mob as the agent of revolution</li> <li>• Reports of the September Massacres caused outrage and seemed to imply that Paris was in the grip of anarchy and becoming more isolated from the more moderate provinces</li> <li>• The events of the September Massacres widened the gulf between the moderate Girondins and the radical Jacobins.</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 storming of the Tuileries (June 1792), was a key stage because it was the first direct armed attack on the monarch, declaring him 'Monsieur Veto', as well as on a royalist symbol</li> <li>• The journée of 10 August was a key stage as the Paris mob displayed a new level of bestiality, e.g. Swiss guards were slaughtered, and body parts were thrown to dogs or displayed on pikes</li> <li>• The suspension of the monarch was a key stage, e.g. in August 1792, the sans-culottes surrounded the Legislative Assembly and coerced it into suspending the monarch</li> <li>• The war with Austria and Prussia was a key stage, e.g. it led to increased economic problems and food shortages and made the revolution increasingly extreme and republican.</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 it was impact of counter-revolutionary uprisings rather than the role of Robespierre that led to the Terror in France 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>• 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 the Terror was a means of stopping them</li> <li>• The threat of foreign invasion was linked with counter-revolutionary uprisings, e.g. British occupation of Toulon and aid to the Vendée rebels, and the Terror was used to counteract this</li> <li>• Watch or Revolutionary Committees were set up in each commune and each major town to watch for suspected traitors, and would then try (without jury or appeal) and execute them</li> <li>• Groups of sans-culotte volunteers were formed with the authority to attack anyone found supporting counter-revolutionaries.</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>• Robespierre saw treason everywhere and this coloured his opinion and informed his judgement and the Terror became a personal policy</li> <li>• Robespierre played a major role in the fall of the Girondins as counter-revolutionaries and had many imprisoned and executed</li> <li>• Robespierre joined the Committee of Public Safety, which increasingly directed the Terror</li> <li>• The fall of Robespierre coincided with the ending of the Terror.</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 the main achievement of the Thermidorian government was the ending of the Terror.</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 Thermidorian government abolished one of the main structures of the Terror, the Revolutionary Tribunal</li> <li>• The Thermidorian government repealed the Law of Prairial, which saw most of the those held under its terms released from prison</li> <li>• The Thermidorian government closed the Jacobin Club and the Paris Commune was abolished</li> <li>• The Thermidorian government curbed the powers held by the 'committees' of the Terror, e.g. the Committee of Public Safety lost its say in domestic affairs.</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 Thermidorian government allowed for those who had been persecuted by the revolution to seek revenge, e.g. the White Terror, which in Paris saw Jacobins and Sans Culottes beaten up and killed</li> <li>• The Thermidorean government created the Constitution of Year III under which the Directory was allowed to assume power</li> <li>• The Thermidorian government created a greater spirit of toleration and a partially successful attempt to reconcile Republicans and Royalists</li> <li>• The Thermidorean government formally separated the church from the state, e.g. the state no longer paid clerical salaries and religious freedom was guaranteed.</li> </ul> <p>Other relevant material must be credited.</p>