



Mark Scheme (Results)

Summer 2022

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

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"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

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 American Revolution was responsible for the onset of the French revolution.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • 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 • The return of French soldiers, e.g. Lafayette, who had fought with the rebels, from the American wars influenced revolutionary fervour • 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, which led many to demand change • The impact of the American Revolution was financial, e.g. it forced the French government to take out loans at high interest rates and to impose the triple <i>vingtième</i> in 1782, which was resented and led to protest. <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"> • The writers of the Enlightenment stressed the importance of reason over tradition and so challenged the old regime which triggered the onset of the Revolution • The unfairness of the taxation system contributed to the onset of the Revolution, e.g. it created resentment from the Third Estate, and attempts to extend taxes to the nobility led to protests in the <i>parlements</i> • The French government was virtually bankrupt due to the inefficiencies of the tax system, wars and a lack of a central bank. Dissatisfaction with this led to the calling of an Estates-General • The weather and poor harvest in 1788 produced an economic crisis in 1789 that intensified the discontent, e.g. riots broke out in Paris and the countryside. <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 in the years 1789-91, reform of the legal system by the National Assembly was more significant than church reform'.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The National Assembly replaced the old legal system with a single legal system for all parts of France • The National Assembly introduced a new system of courts based on local <i>départements</i> replacing the old <i>parlements</i> and feudal and church courts • Judges and magistrates were now to be elected, by active citizens, from a panel of candidates • Legal reforms were less contentious and more permanent, e.g. criminal cases were to be tried in front of a jury of twelve citizens within each department • The reform of the Church failed to find an acceptable solution to the relationship between the State and Church. <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"> • The National Assembly abolished tithes, e.g. annates (to the Pope) and the <i>don gratuit</i> (the right of the clergy to decide its own taxation), which significantly changed how the Church operated • Pluralism, e.g. the holding of more than one Church office, was forbidden • 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 <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 the Vendée revolt was responsible for 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"> • The Revolt in the Vendée was the first major internal threat to the revolution, e.g. protests against the <i>levées</i>, economic hardship, and this caused The Terror • The leaders of the revolt were local nobles who were seen as anti-revolutionary and the Convention's need to deal with these 'rebels' caused The Terror • The Revolt in the Vendée was a significant threat to the Jacobins and its elimination had to send a message that it would not be tolerated, hence The Terror. <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"> • French military defeats in the spring of 1793 caused a sense of distrust, which caused The Terror • July-December 1793 saw the 'anarchic terror', which intensified The Terror, e.g. the watch committees, the representatives-on-mission, the central committees and the revolutionary armies acted violently • There was lots of local activity, e.g. Lyon, Marseilles and Bordeaux that was regarded as anti-revolutionary by the Convention, who used The Terror to deal with it, e.g. the Law of Prairial and the Law of Suspects • Robespierre intensified The Terror as he saw treason everywhere and this coloured his opinion, which informed his judgement and The Terror became a personal policy • The sans-culottes desire to get rid of the Girondins, who they regarded as counter-revolutionaries and 'the enemy of the revolution', caused The Terror. <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 the years 1795-98, the Directory had more success in dealing with internal threats than it did in dealing with external threats.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • 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. <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"> • The Directory was unable to tackle the bitter division over religion • 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 • The Directory's successes in foreign conflicts made significant contributions to the Republic's treasury • 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. <p>Other relevant material must be credited.</p>