



Pearson

Mark Scheme (Results)

January 2018

Pearson International Advanced Level
In History

WHI01: Depth Study and 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 last candidate in exactly the same way as they mark the first.
- 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.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- 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.

How to award marks

Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use their professional judgement to decide which level is most appropriate.

Placing a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Generic Level Descriptors for Paper 1

Targets: A01 (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.

A03 (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 most significant cause of discontent in France in the years before 1789 was the corruption at court.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • 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. <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 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 • The problems associated with the growth of towns, e.g. poor living conditions and high bread prices led to discontent • French involvement in foreign conflict added to the national debt and increased debt repayment led to discontent • Enlightenment ideas influenced many to challenge existing authority and led to discontent. <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 storming of the Bastille (14 July) marked the beginning of the French Revolution in 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"> • The storming of the Bastille symbolised the outbreak of a popular revolution against the monarchy and the <i>ancien régime</i> • The storming of the Bastille was orchestrated by the <i>sans-culottes</i>, who became the driving force behind the revolution • As a consequence of the storming of the Bastille, Louis XVI lost control of Paris and rather than dissolve the National Assembly, which he had been planning, he was forced to share his power with them • The rioters at the storming of the Bastille were supported by a number of those responsible for the maintenance of law and order, e.g. lower ranks of the Paris garrison and the Paris police, and this weakened law and order • The storming of the Bastille showed the weakness of authority and the power of the mob, and within a month the King had abolished the feudal system and accepted constitutional change. <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 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 • 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 <i>ancien régime</i> • 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 <i>ancien régime</i> • The actions of the Parisian crowd during the October Days, e.g. the march on Versailles by hungry women of Paris, signalled the beginning of the revolution. <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 reform of law was the most significant action taken by the National Assembly in the years 1789-91. The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Assembly introduced a single legal system replacing the old muddled system that had allowed different laws in different parts of France • In accordance with the Declaration of the Rights, justice was to be free, fair and available to all regardless of status, wealth or birth • A new system of courts replaced old <i>parlements</i>, feudal and church courts. Tribunals were established at each level of local government, plus a central court of appeal and a high court for cases of treason • Judges and magistrates were to be elected, rather than chosen or appointed by patrons, by active citizens • Criminal cases were to be tried in front of a jury of 12 citizens within each <i>departement</i>. <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 Assembly introduced a new constitution that made clear the rights and position of the King, the Assembly and citizens • The Assembly reorganised French local government, creating a three-tier system of <i>departements</i>, districts and <i>communes</i> • The Assembly reformed the financial system, e.g. free trade in grain was introduced, internal tariffs were ended, a unified system of weights and measures was established and indirect taxes were withdrawn • The Assembly reformed the Church, e.g. tithes were abolished, pluralism was forbidden, and toleration was granted to protestants and Jews. <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 Directory was unsuccessful in the years 1795-99.</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's economic policies led to inflation, e.g. high food prices • The Directory's imposition of martial law in the provinces failed to solve the problems of lawlessness and disorder • The Directory's measures to prevent Jacobin and royalist influence led to opposition and protest • The Directory's attempts to defeat the Second Coalition failed, which served to increase the likelihood of a coup. <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 created a new constitution for France (The Constitution of Year III), which avoided the extremism of the Jacobins and the <i>sans-culottes</i> and the conservatism of the royalists and the <i>ancien régime</i> • The Directory prevented government by dictatorship, e.g. members of the Directory would not be able to sit in either of the two large councils and their powers were limited • The Directory introduced some successful financial measures, e.g. the restoration of some indirect taxation and a new currency that stabilised the economy • The threat of extremism had not gone away, but was successfully dealt with when it reared its head, e.g. the Babeuf Plot and the Coup of Fructidor. <p>Other relevant material must be credited.</p>