



Pearson

Examiners' Report

Principal Examiner Feedback

January 2022

Pearson Edexcel International Advanced Level

In History (WHI01 1A)

Option 1A: France in Revolution, 1774–99

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

January 2022

Publications Code WHI02_1C_2201_ER

All the material in this publication is copyright

© Pearson Education Ltd 2022

WHI01 1A: France in Revolution, 1774-99

The entry for this paper was relatively small in relation to the papers that make up WHI01. Candidates chose two questions from four.

Question 1

This was reasonably well answered. However, some candidates considered many problems that France faced in the 1780s, and, therefore, gave only passing consideration to the issue in the question, which was to consider if taxation was more significant than court corruption. It was also clear that some candidates were not exactly clear about court corruption, and gave generalised knowledge. Those that concentrated on the issue in the question and made judgements around the two stated factors scored highly.

Question 2

This question was not popular, but those candidates that did answer were very knowledgeable in relation to the role that Brissot played and balanced him against other driving forces, such as, Mirabeau, actions of the King, and the role of the sans-culottes. Those that used criteria in their judgement scored the highest.

Question 3

This question was popular with candidates. The issue in the question was discussed and supported with precise knowledge and other consequences of the Terror were also considered.

Question 4

There were varied responses to this question. Some candidates gave very generalised answers with limited knowledge in relation to what each government did. There was also some confusion as to who exactly created the constitution (Year III). The issue if 'governed France more effectively' was not always addressed, with some answers suggesting that because one government did more than the other that meant they governed more effectively.

Points to consider:

- This is a 'Depth study with Interpretations' which means that knowledge on its own is not enough. Knowledge needs to be applied to the interpretation that is raised by the question and judgements made.
- The time allowed for this examination is sufficient to allow a small amount of planning time for each answer.
- When judgments are made they need to be supported with criteria – it is not sufficient to state that a factor or consequence/effect/impact is the most 'important' or 'significant' without explaining the basis upon which that judgment has been made.