Mark Scheme (Results)

June 2024

Pearson Edexcel International Advanced Level
In History (WHI01)
Paper 1: Depth Study with Interpretations
Options 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

Summer 2024
P75745
Publication Code: WHI01_1A_2406_MS
All the material in this publication is copyright
© Pearson Education Ltd 2024

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**	• 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**	• 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**	• 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**	• 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	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. Candidates are expected to reach a judgement on whether the most significant cause of discontent in France in the years before 1789 was the absolutism of Louis XVI. The evidence supporting the given view should be analysed and evaluated. Relevant points may include: • Absolutism meant that there was little control or say over Louis's rule and decisions, e.g. taking France into wars, which created resentment and discontent amongst the elites and bourgeoisie • Absolutism allowed Louis XVI to use his royal court to develop and implement policy, but its ability to do so on a national scale exposed the inefficiencies of the regime and resulted in demands for change • Absolutism gave Louis XVI the right to rule by decree, e.g. the use of *lettres de cachet*, which meant any person could be arrested and imprisoned without trial. This arbitrary use of power caused discontent • Louis XVI's absolutism was challenged by some Enlightenment writers whose ideas influenced many to challenge existing authority and led to discontent. The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include: • 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. Other relevant material must be credited.

Question	Indicative content
2	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. Candidates are expected to reach a judgement on whether in the years 1789–91, the most significant reform passed by the National Assembly was the Declaration of the Rights of Man. The evidence supporting the given view should be analysed and evaluated. Relevant points may include: • The Declaration laid down the principles on which the new constitution of France would be based, which signalled the end of the Divine Right of Kings • The Declaration contained the 'natural, inalienable and sacred rights of man', and asserted the principle that 'Men are born free, and remain free and equal in their rights', which would benefit the people • The Declaration guaranteed freedom of expression, opinion, religion and fair trial, consent to taxation and the right to property for the first time • The Declaration asserted the principle of merit, and the importance of an elected assembly to express the view or 'general will' of the people. The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include: • The National Assembly passed reforms that reorganised and decentralised local government into a new three tier system, e.g. *départements,* districts and *communes* • The National Assembly passed reforms that created a single legal system replacing a muddled old system that varied regionally under the ancien régime, e.g. fewer crimes punishable by death, new system of courts • The National Assembly passed reforms that dealt with both improving the economy, e.g. extending free trade, and financial reform, e.g. fairer taxation • The National Assembly passed reforms that changed the church, which removed abuses and privileges, e.g. tithes were abolished, pluralism was forbidden, the Civil Constitution of the Clergy. Other relevant material must be credited.

Question	Indicative content
3	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. Candidates are expected to reach a judgement on whether in the years 1793–94, the most significant feature of The Terror was that France was controlled by the Committee of Public Safety. The evidence supporting the given view should be analysed and evaluated. Relevant points may include: • From July 1793, the Committee of Public Safety had authority over ministers to co-ordinate the war effort inside and outside France • The Committee of Public Safety established Watch (or revolutionary) committees in each commune and in every major town to watch for foreigners and suspected traitors • The Committee of Public Safety introduced rationing cards to ensure the fair distribution of bread and meat and introduced the death penalty for hoarding • The Committee of Public Safety ensured that any provincial challenge to central authority in Paris was destroyed, e.g. Vendée, Toulon and Lyon. The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include: • A feature of the Terror was that the Committee of General Security rivalled the CPS and was key in dealing with matters of internal security and controlling the secret police force • A feature of The Terror was its impact on French citizens, e.g. between 15,000 to 50,000 were arrested, imprisoned without trial and beheaded at the guillotine, based on the 'Law of Suspects' • A feature of The Terror was the destruction of religious signs and symbols e.g. the Paris commune destroyed religious and royal statues, and changed street names with religious connections • A feature of The Terror was the formation of a very large army, which allowed it to defeat its foreign enemies. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement on whether, in the years 1795–99, economic difficulties were the main problem faced by the Directory. The evidence supporting the given view should be analysed and evaluated. Relevant points may include: • The Directory had to keep France supplied with food, given that the British naval blockade prevented France getting supplies from overseas • The Directory had to restrict the sale of basic materials, e.g. candles and firewood, and in some cities there were thriving 'black markets' • The economy was undermined as paper money was losing its value • The Directory faced great difficulty in financing its government. The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include: • There was widespread discontent amongst Jacobin radicals, which led to outbreaks of radical demonstrations • Royalists seized the opportunity for revenge, leading to the White Terror and counter-revolutionary activity • The Directory had to deal with civil war in the Vendée • The Directory suffered a series of military setbacks in 1798, which created discontent within France. Other relevant material must be credited.

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom