

Name: _____

Paper 1 Opt 1

Date:

IGCSE Edexcel History

Mark Scheme

Time:

Total marks available: 362

Total marks achieved: _____



EXAM PAPERS PRACTICE

Mark Scheme

Q1.

Question	Mark scheme
	<p>'The main long-term cause of the French Revolution was the Enlightenment.'</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="528 1395 1249 1585" style="border: 1px solid black; padding: 5px;"><p>You may use the following in your answer:</p><ul style="list-style-type: none">• the Enlightenment• taxation.<p>You must also use information of your own.</p></div> <p>Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

Marking instructions

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Indicative content

Relevant points that support the statement may include the following.

- The philosophers of the Enlightenment wrote at length about the problems of the day and attacked the institutions of the *Ancien Régime*, especially the church and traditions of the time. They increased opposition to the Catholic Church because it was seen to be wealthy, corrupt and intolerant.
- They provided many of the ideas which dominated the later French Revolution, especially liberty. They were very much in favour of liberty – of the press, of speech, of trade and of freedom from arbitrary arrest.
- They encouraged more and more people to question the despotic government of the king, especially through Montesquieu's *Spirit of the Law*, in which he said monarchy was the government of one man according to the law.
- Some members of the nobility supported the ideas of the Enlightenment, especially those of Voltaire and Rousseau.

Relevant points to counter the statement may include the following.

- The tax system created discontent because traditionally the Third Estate paid most of the taxes, even though they had the least money. Sometimes they paid three-quarters of their income in tax.
- Members of the Second Estate were exempt from paying several taxes as it was one of their traditional privileges. The king often tried to change the tax system and make the Second Estate pay but the French parliament was controlled by the Second Estate, which blocked such changes.
- The American Revolution of 1776 also increased the demand for change. The American revolutionaries organised a constitution that their government had to follow. France supported America in the war and these ideas spread through France.
- The monarchy itself had grown more unpopular in the mid-eighteenth century. The French people resented the government's method of using sealed letters with the king's signature to banish people from the country or imprison them.

Q2.

Question	Mark scheme
	<p>'The worst effect of revolutionary terror in the years 1792–96 was the execution of Louis XVI.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the execution of Louis XVI (1793) • the White Terror (1794–96). <p>You must also use information of your own.</p> </div> <p>Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

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Indicative content

Relevant points that support the statement may include the following.

- The Jacobins insisted on the trial of the king in order to more fully establish the Republic. They were increasingly dependent on the *sans-culottes* who wanted the king tried and executed.
- Louis was put on trial in December 1792, accused of plotting against the French nation and helping the Austrian invasion. He was found guilty and sentenced to death. Out of 693 members, 374 voted for his execution.
- The execution took place in January 1793 at the Place de la Revolution. Louis was not allowed to speak and a huge crowd witnessed the event. He was executed because he was a menace to the Republic.

Relevant points to counter the statement may include the following.

- The White Terror was an attack on ex-terrorists and all who had done well out of the Revolution by those who had formerly been persecuted, some of whom were royalists.
- They carried out guerrilla warfare in the Vendée and other areas with gangs of youths, killing as many as 2000 in the south-east in 1795.
- In August 1792, angry crowds attacked the Tuileries Palace in Paris, searching for Louis and calling him a traitor. Over 600 guards were killed and there were massacres all over France due to the loss of law and order.
- There were several massacres during the Terror. In September 1792, there were rumours of an Austrian attack on Paris. In this atmosphere of fear and panic, around 1000 prisoners suspected of supporting the Austrians were killed.
- During the autumn and winter of 1793 there were mass executions, including 3000 in Paris and approximately 14 000 in the rest of the country.

Q3.

Question	Mark scheme
	<p>'Before 1799, the Directory's main achievement was in dealing with internal threats.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> dealing with internal threats dealing with the economy. <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

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Indicative content

Relevant points which support the statement may include:

- The Directory was successful for four years in checking threats posed by the radical left and the royalist right
- The Directory dealt successfully with physical threats from the left and right, e.g. Conspiracy of the Equals
- The Directory crushed the revolt in the Vendée.

Relevant points which counter the statement may include:

- The Directory introduced some successful financial measures, e.g. the restoration of some indirect taxation and a new currency that stabilised the economy
- 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 ended mass executions, and measures taken against exiled priests and royalists were relaxed
- The Directory established 196 republics, and the conquered cities and states were required to send huge amounts of money to France, as well as art treasures
- The Directory benefitted from a new constitution for France (The Constitution of Year III), which avoided the extremism of the Jacobins and the *Sans Culottes* and the conservatism of the royalists and the *ancien régime*.

Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> • A simple or generalised answer is given, lacking development and organisation. [A02] • Limited knowledge of the topic is shown. [A01] • The overall judgement is missing or asserted. [A02]
2	5–8	<ul style="list-style-type: none"> • An explanation is given, showing limited analysis and with implicit links to the conceptual focus of the question. It shows some development and organisation of material but a line of reasoning is not sustained. [A02] • Accurate and relevant information is added, showing some knowledge and understanding of the period. [A01] • The overall judgement is given but its justification is asserted or insecure. [A02] <p>Maximum 6 marks for Level 2 answers that do not go beyond two aspects.</p>
3	9–12	<ul style="list-style-type: none"> • An explanation is given, showing some analysis that is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [A02] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [A01] • The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied.[A02] <p>Maximum 10 marks for Level 3 answers that do not go beyond two aspects.</p>

4	13–16	<ul style="list-style-type: none"> • An analytical explanation is given that is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] <p>No access to Level 4 for answers that do not go beyond two aspects.</p>
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Q4.

Question	Mark scheme
	<p>'The war with Austria and Prussia was the main reason for the failure of the constitutional monarchy in France in the years 1791–92.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the war with Austria and Prussia • the King's flight to Varennes. <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

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Indicative content

Relevant points which support the statement may include:

- The war increased distrust in the King as Louis had hoped that war would lead to a French defeat and an overthrow of the revolutionary government
- The war increased economic problems and food shortages and made the revolution increasingly extreme and republican
- The increasing threat to Paris from the Austrian and Prussian armies produced a revolutionary fervour that led to an attack on the Tuileries and the suspension of the monarchy
- The arrival of new troops to defend Paris (the *Fédérés*) increased the revolutionary atmosphere and threatened the status of the constitutional monarchy.

Relevant points which counter the statement may include:

- The attempted flight of the royal family to Varennes in 1791 undermined its position and there were calls for Louis to stand trial
- It was the radical Convention, elected in September 1792, that legally abolished the monarchy
- The growing republicanism in Paris and the political clubs predated the war
- The depression in the luxury trades in Paris produced unemployment and economic misery, which created *Sans Culottes* radicalism.

Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> A simple or generalised answer is given, lacking development and organisation. [AO2] Limited knowledge of the topic is shown. [AO1] The overall judgement is missing or asserted. [AO2]
2	5-8	<ul style="list-style-type: none"> An explanation is given, showing limited analysis and with implicit links to the conceptual focus of the question. It shows some development and organisation of material but a line of reasoning is not sustained. [AO2] Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1] The overall judgement is given but its justification is asserted or insecure. [AO2] <p>Maximum 6 marks for Level 2 answers that do not go beyond two aspects.</p>
3	9-12	<ul style="list-style-type: none"> An explanation is given, showing some analysis that is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied.[AO2] <p>Maximum 10 marks for Level 3 answers that do not go beyond two aspects.</p>

4	13-16	<ul style="list-style-type: none"> An analytical explanation is given that is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] <p>No access to Level 4 for answers that do not go beyond two aspects.</p>
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Q5.

Question	Mark scheme
	<p>'The most significant impact of the Terror, in the years 1793-94, was the control of the French people'.</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="544 595 1347 752" style="border: 1px solid black; padding: 5px;"><p>You may use the following in your answer:</p><ul style="list-style-type: none">• control of the French people• elimination of the Girondins.<p>You must also use information of your own.</p></div> <p>Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

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Indicative content

Relevant points which support the statement may include:

- The Revolutionary Tribunal was set up in Paris to try those accused of counter-revolutionary activities
- Watch (or revolutionary) committees were set up in each *commune* and in every major town to watch for suspected traitors
- Representatives-on-mission were appointed to go out into the provinces to speed up conscription and check the conduct of army generals
- The Committee of General Security was set up exclusively to deal with matters of internal security, controlling a spy network and secret police force that informed on the population.

Relevant points which counter the statement may include:

- The Girondins were seen as enemies of the revolution and were expelled from the Convention, which resulted in the elimination of moderate opinion influencing the government of France, and the domination of Robespierre
- The Terror had terrible consequences for French citizens, e.g. between 15,000 to 50,000 were arrested, imprisoned without trial and beheaded at the guillotine
- The Terror resulted in key figures who had supported the revolution, e.g. Danton, coming under 'suspicion' and being executed
- The Terror led to the *levée en masse*, which significantly increased the size of the French army, allowing France to defeat its foreign enemies.

Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> A simple or generalised answer is given, lacking development and organisation. [AO2] Limited knowledge of the topic is shown. [AO1] The overall judgement is missing or asserted. [AO2]
2	5-8	<ul style="list-style-type: none"> An explanation is given, showing limited analysis and with implicit links to the conceptual focus of the question. It shows some development and organisation of material but a line of reasoning is not sustained. [AO2] Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1] The overall judgement is given but its justification is asserted or insecure. [AO2] <p>Maximum 6 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</p>
3	9-12	<ul style="list-style-type: none"> An explanation is given, showing some analysis that is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] <p>Maximum 10 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</p>

4	13-16	<ul style="list-style-type: none"> An analytical explanation is given that is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] <p>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</p>
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Q6.

Question	
	<p>'The main consequence of the Thermidorian Reaction was the ending of the Terror.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> the Terror the White Terror. <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

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Q7.

Question	
	<p>'The main consequence of the Thermidorian Reaction was the ending of the Terror.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the Terror • the White Terror. <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

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Indicative content

Relevant points which support the statement may include:

- The Thermidorian Reaction saw one of the main structures of the Terror, the Revolutionary Tribunal, abolished
- The Thermidorian Reaction saw the Law of Prairial repealed and most of the those held under its terms released from prison
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- The Thermidorian Reaction saw the powers held by the 'committees' of the Terror being curbed, e.g. the Committee of Public Safety lost its say in domestic affairs.

Relevant points which counter the statement may include:

- The Thermidorian Reaction 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
- The Thermidorian Reaction created the Constitution of Year III under which the Directory was allowed to assume power
- The Thermidorian Reaction created a greater spirit of toleration and a partially successful attempt to reconcile Republicans and Royalists
- The Thermidorian Reaction formally separated the church from the state, e.g. the state no longer paid clerical salaries and religious freedom was guaranteed.

Q8.

Question	Mark scheme
	<p>'The main long-term cause of the French Revolution was the impact in France of involvement in the American War of Independence.'</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the American War of Independence • Marie Antionette. <p>You must also use information of your own</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

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Indicative content

Relevant points which support the statement may include:

- 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 to want revolution
- The return of French soldiers e.g. Lafayette, who had fought with the rebels in 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
- French involvement in the American Revolution forced the French government to take out loans at interest rates, which it could ill afford, and to impose the triple vingtième in 1782, which fuelled demands for revolution.

Relevant points which counter the statement may include:

- The perception of Marie Antoinette as immoral, unprincipled, debauched and having gambling debts was evidence of court corruption, which fuelled discontent and revolutionary demands
- The structure of France's financial system was defective and this predated the American Revolution and the attempts to reform it triggered revolution
- The Enlightenment and the spread of new ideas challenged the role of the monarchy and privilege and influenced revolutionary thinking
- A series of poor harvests created pressure on food supplies for a growing population and this led to peasant and worker unrest and demands for change.

Q9.

Question	Mark scheme
	<p>'The main long-term cause of the French Revolution was the impact in France of involvement in the American War of Independence.'</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the American War of Independence • Marie Antionette. <p>You must also use information of your own</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

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- A series of poor harvests created pressure on food supplies for a growing population and this led to peasant and worker unrest and demands for change.

Q10.

Question	
	<p>'The main short-term cause of the French Revolution was the policies of Calonne and Brienne.'</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> Calonne and Brienne the Grande Peur. <p>You must also use information of your own</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

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Indicative content

Relevant points which support the statement may include:

- Finance Minister Calonne attempted to extend taxes to the nobility and clergy, who resented them, which led to protests within the Assembly of Notables in February 1787 and November 1788, which triggered the revolution of 1789
- Calonne realised that his tax proposals were popular with the Third Estate and published them, which further encouraged members of the Third Estate to demand reform and a fair taxation system
- Finance Minister Brienne proposed land taxes and hoped his links to the Assembly of Notables and friendship with Marie Antoinette would help; this was not the case as they were rejected, which led to the calling of the Estates General.

Relevant points which counter the statement may include:

- The Grande Peur frightened the mainly bourgeois assembly who grew so concerned for their own property that it decided to implement liberal measures, e.g. abolition of the feudal system, which prompted the start of the revolution
- The Tennis Court Oath was a direct challenge to the power of the King to dissolve the National Assembly and prompted the start of the revolution
- On 17 June, the Third Estate declared that it was the National Assembly and that it represented the nation, which was a direct challenge to the King and prompted the start of the revolution
- The storming of the Bastille was significant as a symbol that royal authority had been challenged and prompted the start of the revolution
- The March of women to Versailles, demanding bread, had a significant impact and forced the King to approve the Declaration of the Rights of Man.

Question	
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- The March of women to Versailles, demanding bread, had a significant impact and forced the King to approve the Declaration of the Rights of Man.

Question	Mark scheme
	<p>'The main short-term cause of the French Revolution was the Tennis Court Oath.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> the Tennis Court Oath (1789) the Assembly of Notables (1787). <p>You must also use information of your own</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Indicative content

Relevant points which support the statement may include:

- The Oath was a direct challenge to the power of the King to dissolve the National Assembly
- The Oath reiterated the decision made by the Third Estate on 17 June to declare themselves a National Assembly representing the people of France
- Louis XVI's reaction to the Oath encouraged deputies from both the First and Second Estates to join with the National Assembly
- As a consequence of the Oath, popular opinion in Paris turned against the *ancien régime*.

Relevant points which counter the statement may include:

- The Assembly of Notables attacked Calonne's taxation reforms and insisted on a meeting of the Estates-General to discuss the matter and that undermined the power of the King
- The Notables believed that any major changes, particularly changes that affected the privileges and power base of the Three Estates, must be debated and approved by the Estates General

- The storming of the Bastille and its consequences was the short-term cause of the French Revolution as it was the first time the people of Paris took direct action against the Crown in the name of liberty
- The revolt of the aristocracy prevented Louis XVI from imposing his reforms on the State and this led to demands to call the Estates-General and this started the French Revolution.

Q13.

Question	Mark scheme
	<p>'The most significant development in France, in the years 1792-94, was the execution of Louis XVI.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the execution of Louis XVI • the Terror. <p>You must also use information of your own.</p> </div> <p>Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Indicative content

Relevant points which support the statement may include:

- The decision to execute the King split opinion, e.g. Robespierre and the Montagnards had favoured trial and execution, many Girondins accepted trial but were reluctant to kill the King
- Execution of the King marked the end of absolute monarchy in France
- There was widespread revulsion at the execution of the King and this led to regional revolts
- The execution prompted widespread concern about the likely reaction from hostile European monarchies and the government lived in fear of foreign invasion.

Relevant points which counter the statement may include:

- The Terror had a consequence for 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'
- The Terror resulted in key figures who had supported the revolution, e.g. Danton, coming under 'suspicion' and being executed
- The Convention faced several protests against the levées and economic hardship and these problems had to be dealt with
- The Convention needed to control the country in extreme conditions and, as a consequence, introduced radical 'emergency' measures, e.g. setting up the Revolutionary Tribunal, the Committee of Public Safety.

Q14.

Question	Mark scheme
	<p>'The most significant development in France, in the years 1792-94, was the execution of Louis XVI.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the execution of Louis XVI • the Terror. <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Indicative content

Relevant points which support the statement may include:

- The decision to execute the King split opinion, e.g. Robespierre and the Montagnards had favoured trial and execution, many Girondins accepted trial but were reluctant to kill the King
- Execution of the King marked the end of absolute monarchy in France
- There was widespread revulsion at the execution of the King and this led to regional revolts
- The execution prompted widespread concern about the likely reaction from hostile European monarchies and the government lived in fear of foreign invasion.

Relevant points which counter the statement may include:

- The Terror had a consequence for 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'
- The Terror resulted in key figures who had supported the revolution, e.g. Danton, coming under 'suspicion' and being executed
- The Convention faced several protests against the levées and economic hardship and these problems had to be dealt with
- The Convention needed to control the country in extreme conditions and, as a consequence, introduced radical 'emergency' measures, e.g. setting up the Revolutionary Tribunal, the Committee of Public Safety.

Q15.

Question	Mark scheme
	<p>'The most significant reform by the Constituent Assembly, in the years 1789-91, was the reform of law.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the reform of law • financial reform. <p>You must also use information of your own.</p> </div> <p>Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Maximum 4 marks for an answer dealing with only one consequence.

Indicative content

Relevant points which support the statement may include:

- 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 *parlements*, 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.

Relevant points which counter the statement may include:

- The Assembly made economic and financial reforms, 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 issued *assignats* to aid the purchase of land and these became a form of paper currency that could be acquired by anyone for business transaction
- 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 *departements*, districts and *communes*.

Q16.

Question	Mark scheme
	<p>'The King's flight to Varennes was the main reason why France became a Republic in 1792.'</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the King's flight to Varennes • the role of the Jacobins. <p>You must also use information of your own</p> </div> <p>Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Indicative content

Relevant points which support the statement may include:

- The flight reinforced the King's untrustworthiness and confirmed to radicals that he was merely biding his time until he could re-exert his authority, therefore, furthering their demands for the creation of a Republic
- The suggestion that his intention was to leave France and return with the Austrian army damaged his credibility and led to demands for a Republic
- It was suggested that his intention was to gain the protection of a royalist military commander and renegotiate the terms of the Constitution in his favour and this fuelled demands for a Republic
- Being brought back to Paris, in disgrace, seriously weakened support for the King and a constitutional monarchy, and Parisians began to talk of a Republic.

Relevant points which counter the statement may include:

- Jacobins sent a stream of petitions demanding the ending of the monarchy and the creation of a Republic
- The actions of the Sans Culottes hastened the transition from a constitutional monarchy to a republic, e.g. taking over the Hôtel de Ville, setting up a revolutionary *commune*, the attack on the Tuileries and the September massacres
- The war further divided the French nation as failure was blamed on counter-revolutionaries, e.g. the court, nobles and refractory priests, yet Louis vetoed laws and appeared to undermine the war effort leading to demands for a Republic
- The issuing of the Brunswick Manifesto further increased tension and, as a consequence, the largely republican fédérés from the provinces began to mass in Paris demanding a Republic.

Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> A simple or generalised answer is given, lacking development and organisation. [AO2] Limited knowledge of the topic is shown. [AO1] The overall judgement is missing or asserted. [AO2]
2	5-8	<ul style="list-style-type: none"> An explanation is given, showing limited analysis and with implicit links to the conceptual focus of the question. It shows some development and organisation of material but a line of reasoning is not sustained. [AO2] Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1] The overall judgement is given but its justification is asserted or insecure. [AO2] <p>Maximum 6 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</p>
3	9-12	<ul style="list-style-type: none"> An explanation is given, showing some analysis that is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] <p>Maximum 10 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</p>

4	13-16	<ul style="list-style-type: none"> An analytical explanation is given that is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] <p>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</p>
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Q17.

Question	Mark scheme
	<p>What impression does the author give of Marie Antoinette?</p> <p>You must use Extract A to explain your answer.</p> <p>Target: AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <p>The author gives the impression that Louis's wife had a negative effect on the French monarchy.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> • The author says that Marie Antoinette did little for the reputation of the monarchy • The language used by the author, including 'alliance with the old enemy', 'her extravagant life style' • The author has selected evidence that reinforces the negative effect of Marie Antoinette on the monarchy, such as encouraging an Austrian invasion and not included any positive effects she had. 	

Q18.

Question	Mark scheme
	<p>What impression does the author give about the capture of the Bastille (July 1789)?</p> <p>You must use Extract A to explain your answer.</p> <p>Target: A04 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Indicative content

Relevant points may include the following.

- The author gives the impression that the capture of the Bastille was not significant in itself.

This is shown by the following.

- The extract says that the attackers were 'astonished to find so few prisoners'
- The language the author uses, including 'contained only seven prisoners', 'four forgers', 'despite this'
- The author has selected evidence to underplay the immediate significance of the storming of the Bastille by highlighting that the attackers found 'only seven prisoners'.

Q19.

Question	Mark scheme
	<p>What impression does the author give about the Directory in France?</p> <p>You must use Extract A to explain your answer.</p> <p>Target: A04 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content Relevant points may include: The author gives the impression that the Directory governed France successfully. This is shown by the following:</p> <ul style="list-style-type: none">• The extract says 'France had some serious problems, but the Directory coped with them very well'• The language the author uses, including 'increased prosperity', 'significant military victories'• The author has selected evidence that is focused on showing the Directory's success and not included evidence to show its weaknesses, e.g. some of its economic measures were short term and led to inflation.	

Q20.

Question	Mark scheme
	<p>What impression does the author give about the Directory in France?</p> <p>You must use Extract A to explain your answer.</p> <p>Target: A04 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content Relevant points may include: The author gives the impression that the Directory governed France successfully. This is shown by the following:</p> <ul style="list-style-type: none">• The extract says 'France had some serious problems, but the Directory coped with them very well'• The language the author uses, including 'increased prosperity', 'significant military victories'• The author has selected evidence that is focused on showing the Directory's success and not included evidence to show its weaknesses, e.g. some of its economic measures were short term and led to inflation.	

Q21.

Question	Mark scheme
	<p>What impression does the author give about the effects of poor harvests?</p> <p>You must use Extract A to explain your answer.</p> <p>Target: A04 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>The author gives the impression that the effects of poor harvests were devastating.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> • The extract says that poor harvests 'were damaging for all' • The language the author uses, including 'robbed', 'crippling' and 'desperation' • The author has selected evidence to show the negative effects of poor harvests on the lower classes and ignored how speculators exploited the situation for maximum profit and benefitted from poor harvests. 	

Target: A04 (6 marks): Analyse and evaluate historical interpretations in the context of historical events studied.

Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Simple, valid comment is offered about an impression. or • Simple comprehension of the extract is shown by the selection or paraphrase of some content to imply an impression.
2	3-4	<ul style="list-style-type: none"> • Answer offers valid comment that infers an impression. Comprehension and some analysis of the extract is shown by selecting material to support the inference.
3	5-6	<ul style="list-style-type: none"> • Answer explains the impression given, analysing the author's selection and treatment of material in the extract to support the explanation.

Question	
	<p>What impression does the author give about the Terror in France?</p> <p>You must use Extract A to explain your answer.</p> <p>Target: AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Indicative content

Relevant points may include:

- The author gives the impression that the Terror was excessive.

This is shown by the following:

- The extract says that 'innocent people suffered unnecessarily'
- The language the author uses, including 'instructions of fanatical and savage revolutionaries', 'many sentenced on the strength of dubious evidence'
- The author has selected evidence to show the worst aspects of the Terror and how it affected innocent people with no attempt to explain its purpose.

Target: AO4 (6 marks): Analyse and evaluate historical interpretations in the context of historical events studied.

Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Simple, valid comment is offered about an impression. or • Simple comprehension of the extract is shown by the selection or paraphrase of some content to imply an impression.
2	3-4	<ul style="list-style-type: none"> • Answer offers valid comment that infers an impression. Comprehension and some analysis of the extract is shown by selecting material to support the inference.
3	5-6	<ul style="list-style-type: none"> • Answer explains the impression given, analysing the author's selection and treatment of material in the extract to support the explanation.

Q23.

Question	
	<p>What impression does the author give about the Constituent Assembly?</p> <p>You must use Extract A to explain your answer.</p> <p>Target: AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <ul style="list-style-type: none"> • The author gives the impression that the Constituent Assembly achieved a great deal. <p>This is shown by the following:</p> <ul style="list-style-type: none"> • The extract says that 'The new system was a great leap forward' • The language the author uses, including 'worked hard', 'significant improvement' • The author has selected evidence to show the positive effects of the work of the Constituent Assembly and ignored the negative effects, e.g. the new constitution became a grievance of the Sans Culottes as it favoured the wealthy bourgeois. 	

Q24.

Question	
	<p>What impression does the author give about the Constituent Assembly?</p> <p>You must use Extract A to explain your answer.</p> <p>Target: AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <ul style="list-style-type: none">• The author gives the impression that the Constituent Assembly achieved a great deal. <p>This is shown by the following:</p> <ul style="list-style-type: none">• The extract says that 'The new system was a great leap forward'• The language the author uses, including 'worked hard', 'significant improvement'• The author has selected evidence to show the positive effects of the work of the Constituent Assembly and ignored the negative effects, e.g. the new constitution became a grievance of the Sans Culottes as it favoured the wealthy bourgeois.	

Q25.

Question	Mark scheme
	<p>Explain two effects of the Directory on France.</p> <p>Targets: A01 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum of 4 marks for an answer dealing with only one consequence.</p> <p>Indicative content</p> <p>Relevant points may include the following.</p> <ul style="list-style-type: none"> • It managed to stabilise France, seeing off opposition such as Babeuf in 1796 and dealing with the emigres by giving them two weeks to leave France or they would be executed. • It led to a more stable financial system under Ramel, the Minister of Finance, who was able to increase revenue as well as cut expenditure. He balanced the budget for the first time since the Revolution. • Another effect was a more efficient tax system. Ramel changed the method of collecting direct taxes. Commissioners appointed by the directors assessed and levied taxes. 	

Q26.

Question	Mark scheme
	<p>Explain two effects of the Enlightenment on France in the years 1780–87.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Maximum 4 marks for an answer dealing with only one consequence.

Indicative content

Relevant points may include:

- The problems in France were written about at length, attacking the *ancien régime*, the church and corruption and this encouraged people to think about change
- The Enlightenment encouraged members of the nobility to support the need for political change, e.g. Voltaire and Rousseau
- The Enlightenment provided the ideas that stimulated the French Revolution, e.g. liberty, freedom of speech and freedom from arbitrary arrest.

Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> Simple comment is offered about consequence(s). [AO2] Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]
2	3–5	<ul style="list-style-type: none"> Features of the period are analysed to explain consequences. [AO2] Specific information about the topic is added to support the explanation. [AO1] <p>Maximum 4 marks for an answer dealing with only one consequence.</p>
3	6–8	<ul style="list-style-type: none"> Features of the period are analysed to explain consequences and to show how they led to the outcome. [AO2] Accurate and relevant information is included to support the explanation, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] <p>No access to Level 3 for an answer dealing with only one consequence.</p>

Q27.

Question	
	<p>Explain two effects of the National Convention on France in the years 1792-94.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Maximum 4 marks for an answer dealing with only once consequence.

Indicative content

Relevant points may include:

- An effect was the National Convention made France a republic, for the first time, on 21 September 1792, by abolishing the monarchy and introducing a new constitution
- An effect was the National Convention divided opinion over the trial of, and execution of Louis XVI
- An effect was the National Convention introduced a new calendar in October 1793, which replaced the old Christian calendar. The new calendar was seen to represent France as rational, scientific and more 'natural', rather than superstitious.

Q28.

Question	
	<p>Explain two effects of the National Convention on France in the years 1792-94.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Maximum 4 marks for an answer dealing with only once consequence.

Indicative content

Relevant points may include:

- An effect was the National Convention made France a republic, for the first time, on 21 September 1792, by abolishing the monarchy and introducing a new constitution
- An effect was the National Convention divided opinion over the trial of, and execution of Louis XVI
- An effect was the National Convention introduced a new calendar in October 1793, which replaced the old Christian calendar. The new calendar was seen to represent France as rational, scientific and more 'natural', rather than superstitious.

Q29.

Question	Mark scheme
	<p>Explain two effects of the storming of the Bastille on the revolution in France.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only once consequence.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • The storming of the Bastille led to the outbreak of a popular revolution against the monarchy and the ancien régime • The storming of the Bastille, which was orchestrated by the sans-culottes, led to them becoming the driving force behind the revolution in France • The storming of the Bastille led to the weakness of authority. Within a month, the King had abolished the feudal system and accepted constitutional change in the French political system. 	

Q30.

Question	Mark scheme
	Explain two effects of the storming of the Bastille on the revolution in France.
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only once consequence.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none">• The storming of the Bastille led to the outbreak of a popular revolution against the monarchy and the ancien régime• The storming of the Bastille, which was orchestrated by the sans-culottes, led to them becoming the driving force behind the revolution in France• The storming of the Bastille led to the weakness of authority. Within a month, the King had abolished the feudal system and accepted constitutional change in the French political system.	

Q31.

Question	Mark scheme
	<p>Explain two effects of the Terror on France in the years 1793-94.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one consequence.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none">• The Terror had an 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'• The Terror resulted in key figures who had supported the revolution, e.g. Danton, coming under 'suspicion' and being killed• The Terror led to moderates being replaced by extreme militants in local government who then carried out atrocities against anyone suspected of being a counter-revolutionary, e.g. massacres, mutilations and the burning of farms and crops.	

Q32.

Question	Mark scheme
	<p>Explain two effects of the Thermidorian Reaction on France in the years 1794-95.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one consequence.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • The Thermidorian Reaction ended the excesses of the Terror, e.g. it repealed the Law of Suspects and this created stability • The Thermidorian Reaction introduced a greater spirit of toleration and a partially successful attempt to reconcile republicans and royalists • The Thermidorian Reaction ended controversial aspects of Robespierre's policies, e.g. the Cult of the Supreme Being was abandoned. 	

Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Simple comment is offered about consequence(s). [AO2] • Simple comprehension of the extract is shown by the selection or paraphrase of some content to imply an impression. [AO1]
2	3-5	<ul style="list-style-type: none"> • Features of the period are analysed to explain consequences. [AO2] • Specific information about the topic is added to support the explanation. [AO1] <p>Maximum 4 marks for an answer dealing with only one consequence.</p>
3	6-8	<ul style="list-style-type: none"> • Features of the period are analysed to explain consequences and to show how they led to the outcome. [AO2] • Accurate and relevant information is included to support the explanation, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] <p>No access to Level 3 for an answer dealing with only one consequence.</p>



EXAM PAPERS PRACTICE