



Mark Scheme (Results)

Summer 2026

Pearson Edexcel

International Advanced Subsidiary Level in
History WH10/01

Paper 1: Depth Study with Interpretations

Option 1A: France in Revolution 1774–99

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Generic Level Descriptors for Paper 1

Targets:

AO1 (10 marks): Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

AO3 (15 marks): Analyse and evaluate, in relation to the historical context, difference ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–6	<ul style="list-style-type: none">• Simple or generalised statements are made about the view presented in the question.• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the issue in the question.• Judgement on the view is assertive, with little supporting evidence.
2	7–12	<ul style="list-style-type: none">• Some understanding of the issue raised by the question is shown and analysis is attempted by describing some points that are relevant.• Mostly accurate knowledge is included, but it lacks range or depth and only has implicit links to issues relevant to the question.• A judgement on the view is given, but with limited support and the criteria for judgement are left implicit.
3	13–18	<ul style="list-style-type: none">• Understanding and some analysis of the issue raised by the question is shown by selecting and explaining some key points of view that are relevant.• Knowledge is included to demonstrate some understanding of the issues raised by the question, but material lacks range or depth• Attempts are made to establish criteria for judgement on the view and to relate the overall judgement to them, although with weak substantiation.
4	19–25	<ul style="list-style-type: none">• Key issues relevant to the question are explored by analysing and explaining the issues of interpretation raised by the claim.• Sufficient knowledge is deployed to demonstrate understanding of the issues raised by the question and to meet most of its demands.• Valid criteria by which the view can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may only be partly substantiated, the overall judgement is supported.

Question	Indicative content
1	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material that is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether rural and urban poverty was the main problem in France in the 1780s.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • A series of poor harvests (1786–88) created pressure on food supplies and a doubling of bread prices and firewood, which led to unrest and riots • The growth in population was outstripping food supply and this led to price increases, e.g. the rise in urban food prices, which fuelled worker unrest • The deliberate hoarding of grain supplies led to higher prices and rioting broke out during 1789 • Urban workers suffered from unemployment, e.g. textile production was cut by 50% during the 1780s, which led to a rise in riots and demonstrations. <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 structure of France's financial system was defective and the attempts to reform were unsuccessful • The privilege of the court and the unpopularity of the Queen led to much criticism and fuelled demands for change • The impact of the American Revolution was financial, as involvement in the wars forced the French government to take out loans at interest rates which it could ill afford and to impose the triple vingtième in 1782 • The Enlightenment and the associated spread of new ideas challenged the role of the monarchy, the Church and privilege. <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 actions of Louis XVI were the main reason for the downfall of the monarchy in France in 1792.</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' attempted escape to Varennes reinforced the impression that Louis was an untrustworthy monarch • Louis' increasing use of the veto, e.g. laws about refractory priests, increased his unpopularity • The war against Austria and Prussia polarised opinion in France, and it seemed that the King sympathised with the invading armies • Louis' dismissal of his Girondin ministers made it look as if he was undermining the French war effort and the revolution • Louis' reluctant acceptance of the new constitution gave the impression that he was merely biding his time until he could re-assert his authority. <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 growth of political clubs, which fostered political debate, encouraged radicals who wanted a Republic • The Brunswick Manifesto increased tension and led revolutionaries to feel that they had nothing to lose by getting rid of the King • The growing power of the sans-culottes; whose invasion of the Tuileries on two occasions in 1792 weakened the position of the King and led directly to his suspension and imprisonment • The economic troubles and hardship, further exacerbated by the war, led many, including moderate liberals who had supported the monarchy, to want change. <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 main consequence of The Terror of 1793-94 was the White Terror of 1795-97.</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 radical leadership of The Terror led to the violent reaction of the White Terror, e.g. violence against the followers of Robespierre, Marat and Jacobin Clubs • The excesses of The Terror led to the violent reaction of the White Terror, e.g. guerrilla warfare in the Vendée and roaming murdering gangs set on revenge in the south • The violent impact of The Terror in Lyon and Provence led to the White Terror, e.g. counter-revolutionary movements taking revenge for the victims • The Terror led to a desire for revenge and retribution, e.g. in Paris, the jeunesse dorée (gilded youth) and the muscadins (middle-class youths) beat up and intimidated Jacobins and sans-culottes. <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"> • A consequence 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' • The Terror resulted in key figures who had supported the revolution, e.g. Danton, coming under 'suspicion' and being executed • The Terror destroyed the provincial challenge to the central authority of Paris, e.g. Vendée, Toulon and Lyon • The Terror was instrumental in saving France from foreign threat and invasion in 1794. <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 establishment of Napoleon's Consulship, in 1799, undermined the principles of the Revolution.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The establishment of the Consulship was based on the need for a stronger government than that of the Directory, regardless of any principles • The establishment of the Consulship tailor-made the position of First Consul to give Napoleon dictatorial powers • The establishment of the Consulship was about reconciling the differences between the revolutionaries and the royalists • The establishment of the Consulship amounted to the ending of the sacred revolutionary principle of 'the separation of the powers', e.g. Napoleon acted as a dictator. <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"> • Napoleon had strong revolutionary sympathies and had been associated with the Robespierre brothers • Napoleon's Constitution of 1799 maintained the revolutionary principles of the 'sacred rights of property, equality and liberty' • Napoleon used plebiscites in order to demonstrate that he had the support of the people • Under Napoleon, the army was now open to talent and differed from the old royalist army • Napoleon continued work that had been started by the Convention and Directory, with many of the same personnel continuing in government office. <p>Other relevant material must be credited.</p>