



Cambridge Assessment International Education
Cambridge Pre-U Certificate

HISTORY

9769/56

Paper 5f Special Subject: The French Revolution, 1774–1794

May/June 2019

MARK SCHEME

Maximum Mark: 60

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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This document consists of **14** printed pages.



Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Special Subject: Source-based Question

These banding definitions address Assessment Objectives (AOs) 1, 2, 3 and 4, and should be used in conjunction with the indicative content mark schemes for each question. Information about AOs can be found in the 2016–18 Cambridge Pre-U History syllabus.

Introduction

- (a) This question is designed to test skills in the handling and evaluation of source material but it is axiomatic that answers should be informed by and firmly grounded in wider contextual knowledge.
- (b) Examiners will be aware that the topic on which this question has been based has been notified to candidates in advance who, therefore, have had the opportunity of studying, using and evaluating relevant documents.
- (c) The Band in which an answer is placed depends upon a range of criteria. As a result not all answers fall obviously into one particular Band. In such cases, a 'best-fit' approach will be adopted with any doubt erring on the side of generosity.
- (d) In marking an answer examiners will first place it in a Band and then fine-tune the mark in terms of how strongly/weakly the demands of the Band have been demonstrated.

Question (a)**Band 3: 8–10 marks**

The answer will make full use of both documents and will be sharply aware of both similarities and differences. Real comparisons of themes and issues will be made across the documents rather than by separate treatment. There should be clear insights into how the documents corroborate each other or differ and possibly as to why. The answer should, where appropriate, demonstrate a strong sense of critical evaluation.

Band 2: 4–7 marks

The response will make good use of both documents and will pick up the main features of the focus of the argument (depending upon whether similarity or difference is asked) with some attention to the alternative. Direct comparison of content, themes and issues is to be expected although, at the lower end of the Band, there may be a tendency to treat the documents separately with most or all of the comparison and analysis being left to the end. Again, towards the lower end, there may be some paraphrasing. Clear explanation of how the documents agree or differ is to be expected but insights into why are less likely. A sound critical sense is to be expected especially at the upper end of the Band.

Band 1: 1–3 marks

Treatment of the documents will be partial, certainly incomplete and possibly fragmentary. Only the most obvious differences/similarities will be detected and there will be a considerable imbalance (differences may be picked up but not similarities and vice versa). Little is to be expected by way of explanation of how the documents show differences/similarities, and the work will be characterised by largely uncritical paraphrasing.

Band 0: 0 marks

No evidence submitted or response does not address the question.

Question (b)**Band 4: 16–20 marks**

The answer will treat the documents as a set and will make very effective use of each although, depending upon the exact form of the question, not necessarily in the same detail. It will be clear that the demands of the question have been fully understood and the material will be handled confidently with strong sense of argument and analysis. Good use of supporting contextual knowledge will be demonstrated. The material deployed will be strong in both range and depth. Critical evaluation of the documents is to be expected. The argument will be well structured. Historical concepts and vocabulary will be fully understood. Where appropriate an understanding and evaluation of differing historical interpretations is to be expected.

Band 3: 11–15 marks

The answer will treat the documents as a set and make good use of them although, depending on the form of the question, not necessarily in equal detail. There may, however, be some omissions and gaps. A good understanding of the question will be demonstrated. There will be a good sense of argument and analysis within a secure and planned structure. Supporting use of contextual knowledge is to be expected and will be deployed in appropriate range and depth. Some clear signs of a critical sense will be on show although critical evaluation of the documents may not always be especially well developed and may be absent at the lower end of the Band. Where appropriate an understanding and evaluation of differing historical interpretations may be expected. The answer will demonstrate a good understanding of historical concepts and vocabulary.

Band 2: 6–10 marks

There will be some regard to the documents as a set and a fair coverage, although there will be gaps and one or two documents may be unaccountably neglected, or especially at the lower end of the Band, ignored altogether. The demands of the question will be understood at least in good part and an argument will be attempted. This may be undeveloped and/or insufficiently supported in places. Analysis will be at a modest level and narrative is likely to take over in places with a consequent lack of focus. Some of the work will not go beyond paraphrasing. Supporting contextual knowledge will be deployed but unevenly. Any critical sense will be limited; formal critical evaluation is rarely to be expected; use of historical concepts will be unsophisticated.

Band 1: 1–5 marks

The answer will treat the documents as a set only to a limited extent. Coverage will be very uneven; there will be considerable omissions with whole sections left unconsidered. Some understanding of the question will be demonstrated but any argument will be undeveloped and poorly supported. Analysis will appear rarely, narrative will predominate and focus will be very blurred. In large part the answer will depend upon unadorned paraphrasing. Critical sense and evaluation, even at an elementary level, is unlikely whilst understanding of historical concepts will be at a low level. The answer may be slight, fragmentary or even unfinished.

Band 0: 0 marks

No evidence submitted or response does not address the question.

Special Subject: Essay Question

These banding definitions address Assessment Objectives (AOs) 1, 2 and 4, and should be used in conjunction with the indicative content mark schemes for each question. Information about AOs can be found in the 2016–18 Cambridge Pre-U History syllabus.

Introduction

- (a) The banding definitions which follow reflect, and should be interpreted within the context of, the following general statement:

Examiners will give their highest marks to candidates who show a ready understanding of the relevant material and a disciplined management of the discussion the question provokes. They will be impressed more by critical judgement, careful discrimination and imaginative handling than by a weight of facts. Credit will be given for evidence of a good historical intelligence and for good use of material rather than for a stereotyped rehearsal of memorised information.

- (b) Examiners will use these banding definitions in combination with the paper-specific mark schemes.
- (c) It goes without saying that any explanation or judgement is strengthened if informed by the use of source material.
- (d) Examiners will also bear in mind that analysis sufficient for a mark in the highest band may perfectly legitimately be deployed within a chronological framework. Candidates who eschew an explicitly analytical response may yet be able, by virtue of the very intelligence and pointedness of their selection of elements for a well-sustained and well-grounded account, to provide sufficient implicit analysis to justify a Band 4 mark.
- (e) The Band in which an essay is placed depends on a range of criteria. As a result, not all essays fall obviously into one particular Band. In such cases a 'best-fit' approach will be adopted with any doubt erring on the side of generosity.
- (f) In marking an essay, examiners will first place it in a Band and then fine-tune the mark in terms of how strongly/weakly the demands of the Band have been demonstrated.

Band 5: 25–30 marks

The answer will be sharply analytical in approach and strongly argued. It will show that the demands of the question have been fully understood and that a conscious and sustained attempt has been made to respond to them in appropriate range and depth. It will be coherent and structured with a clear sense of direction. The focus will be sharp and persistent. Some lack of balance, in that certain aspects are covered less fully or certain arguments deployed less strongly than others, need not preclude a mark in this Band. The material will be wide-ranging and handled with the utmost confidence and a high degree of maturity. Historical explanations will be invariably clear, sharp and well developed and historical concepts fully understood. Where appropriate there will be conscious and successful attempts to engage with the historiography, to evaluate source material critically and to demonstrate an awareness of competing interpretations.

Such answers may be expected, where appropriate, to make use of or refer to relevant primary sources. Nevertheless, where the answer is strong in all or most of the other criteria for this Band, limited or no use of such sources should not preclude it from being placed in this Band.

Band 4: 19–24 marks

The answer will be characterised by an analytical and argued approach, although there may be the occasional passage which does not go beyond description or narrative. It will show that the demands of the question have been very well understood and that a determined attempt has been made to respond to them in appropriate range and depth. The essay will be coherent and clearly structured and its judgements will be effectively supported by accurate and relevant material. Some lack of rigour in the argument and occasional blurred focus may be allowed. Where appropriate there will be a conscious and largely successful attempt to engage with the historiography, to evaluate source material and to demonstrate an awareness of competing interpretations. The material will be wide-ranging, fully understood, confidently deployed and well controlled with high standards of accuracy. Historical explanations will be clear and well developed and there will be a sound understanding of historical concepts and vocabulary.

Such answers may be expected, where appropriate, to make use of or refer to at least some relevant primary sources. Nevertheless, where the answer is strong in all or most of the criteria for this Band, very limited or no use of these sources should not preclude it from being placed in this Band.

Band 3: 13–18 marks

The answer will attempt an analytical approach, although there will be passages which do not go beyond description or narrative. It will show that the demands of the question have been understood, at least in large part, and that a conscious attempt has been made to respond to them. There will be an effective focus on the terms of the question and, although in places this may break down, standards of relevance will be generally high. Although it may not be sustained throughout the answer, or always fully supported, there will be a recognisable sense of argument. The material will be clearly understood, with a good range, and organisation will be sound. There will be a conscious attempt to draw conclusions and form judgements and these will be adequately supported. Some understanding of differing and competing interpretations is to be expected and some evaluation of sources may be attempted but probably not in a very sophisticated form. Historical explanations and the use of historical concepts and vocabulary will be generally sound but some lack of understanding is to be expected. Use of English will be competent, clear and largely free of serious errors.

Use of or reference to relevant primary sources is a possibility. Candidates should be credited for having used such sources rather than penalised for not having done so.

Band 2: 7–12 marks

The answer may contain some analysis but descriptive or narrative material will predominate. The essay will show that the demands of the question have been understood, at least in good part, and that some attempt has been made to respond to them. It will be generally coherent with a fair sense of organisation. Focus on the exact terms of the question is likely to be uneven and there will be a measure of irrelevance. There will be some inaccuracies in knowledge, and the range may be limited with some gaps. Understanding of the material will be generally sound, although there will be some lack of tautness and precision. Explanations will be generally clear although not always convincing or well developed. Some attempt at argument is to be expected but it will lack sufficient support in places and sense of direction may not always be clear. There may be some awareness of differing interpretations and some attempt at evaluating source material but this is not generally to be expected at this level and such skills, where deployed, will be unsophisticated.

Use of or reference to relevant primary sources is unlikely at this level but credit should be given where it does appear.

Band 1: 1–6 marks

The answers will respond in some measure to the demands of the question but will be very limited in meeting these. Analysis, if it appears at all, will be brief and undeveloped. If an argument is attempted it will be lacking in real coherence, sense of direction, support and rigour. Focus on the exact terms of the question is likely to be very uneven; the answer is likely to include unsupported generalisations, and there will be some vagueness and irrelevance. Historical knowledge, concepts and vocabulary will be insufficiently understood and there will be inaccuracies. Explanations may be attempted but will be halting and unclear. Where judgements are made they will be largely unsubstantiated whilst investigation of historical problems will be very elementary. Awareness of differing interpretations and the evaluation of sources are not to be expected. The answer may be fragmentary, slight and even unfinished. Use of or reference to relevant primary sources is highly unlikely at this level but credit should be given where it does appear.

Band 0: 0 marks

No evidence submitted or response does not address the question.

Section A

Question	Answer	Marks
1(a)	<p>To what extent does Document C support the evidence in Document D about the attitude of members of the Convention to the Terror?</p> <p>In Document D, a member of the Convention, sees the Terror covering the 'glorious' Revolution with an indelible stain and Document C sees the lower classes committing 'atrocious acts' which were 'deadly for the friends of Liberty.' Document D says that no-one wanted to push the Revolution down such violent paths, and this is confirmed by Document C which argues that the men of the Convention 'dared not draw back'. Document D says that there was a positive view that the Convention deputies had of serving the nation; Document C confirms this by referring to most believing they were performing a praiseworthy act and serving their country. Both refer to the moderation of some leaders in the Convention. Both refer to dangers – Document D by 'treachery' and Document C by 'internal and external enemies'. Both refer to the wider aims of serving France (Document C) and 'welfare' (Document D).</p> <p>Document D, however, is more inclined to stress the reluctance of the Convention – 'fierce republicans' were blamed, and it is stated that Robespierre as well as Danton had doubts – something that Document C does not refer to. Document D is also recalling that the Terror was pursued because 'we feared we had nothing to put in its place' and refers to the fear of losing Revolutionary energy. This is not directly referred to in Document C which implies rather more lack of awareness of the implications and being drawn in 'bit by bit'. That the members 'shuddered' in Document D is stronger than any admission of horror in Document C.</p> <p>Provenance. Both documents are looking back at a distance of time and at a period of frenzied political activity, and both are exculpatory: Document D – 'Whoever was to blame' and the 'fierce republicans'; while Document C sees not a system, but a gradual drawing in of convention members. Perhaps Document D with rather more passage of time is even more anxious to shift the blame.</p>	10

Question	Answer	Marks
1(b)	<p>How convincing is the evidence provided by this set of documents for the view that the Terror was primarily brought about by the need to defend the Revolution against its internal and external enemies? In making your evaluation you should refer to contextual knowledge, as well as to all the documents in this set (A–E).</p> <p>In Document A, there is a reference to the ‘war of liberty’. Weakness merely encourages external enemies and there are ‘the wicked’ who need to be destroyed by the blade of national justice. It is the enemies of liberty who must be subdued. Though the immediate crises of the revolutionary wars had been overcome by the time of this speech, there was still a powerful coalition against France and, more significantly, internal enemies, but the document suggests a fanatic ideology that goes beyond merely the practical needs of defence. It is ‘virtue’ that is being fought for and that justified ‘despotism of liberty’ and a rejection of any gentleness. Therefore, republican virtue is different from normal virtuous behaviour and while the republic’s enemies are tyrants, the defenders of liberty must adopt ‘despotism’. There is a very clear ideological message here about the nature of the Revolution, in keeping with Robespierre’s defence of revolutionary excesses and the institution of total war.</p> <p>Document B could be seen as evidence for political infighting in this very highly charged atmosphere. Danton’s moderation and popularity are seen here as the reason why he and his supporters died in the Terror, rather than any threat they offered to security. The execution of twenty revolutionaries and the desperate cry ‘farewell humanity’ argues for a ruthless political dictatorship which overrode personal relationships – Desmoulins had been a personal friend of Robespierre and Danton a fellow revolutionary. Danton had supported vigorous war, so it could not really be argued that these executions were necessary for defence, except in Robespierre’s warped view as expressed in Document A. The source, however, is obviously unsympathetic to the radicals’ ‘ferocity’, describing them as ‘savage’ and referring to ‘their own cruelties’, and comes from a Paris observer who would have been acutely aware of the nature of the Terror.</p> <p>Document C says firmly that opposition from external and internal enemies was the key and argues that the Convention supported the Terror for patriotic reasons. The view that it was not a system argues against ideological motivations, as men did not know where it was going, therefore rather at odds with Robespierre’s much firmer view. It is backed up by Document D but that would be expected. Here, only a few have ideological motivation and the purpose was to rid France of ills, and because the Revolution was ‘surrounded by treachery’. In part, the explanation links to Document A as the Convention felt they were duty bound to adopt new moral attitudes and rid themselves of pity, but the stress is on necessity.</p>	20

Question	Answer	Marks
1(b)	<p>Document E rejects both strands represented by the evidence of Documents A to D. It sees the main reason as the popular pressure itself caused by food shortages and rising prices. To enforce economic controls such as the <i>Maximum</i>, needed the fear of terror and extreme concentration of authority backed by violence – as in St Just’s plan for property redistribution. So, the Terror was part of a social revolution, something not referred to in the memoirs of the Convention members, but possibly the sub-text of Document A, if not directly mentioned. Some may find this a doubtful argument. The <i>sans culottes</i> did not rush to support Robespierre when he was overthrown, and the political idealism and the dangers of war and counter revolution are somewhat summarily dismissed. However, there could be contextual support for economic hardships and for the power of the Paris crowds.</p>	

Section B

Question	Answer	Marks
2	<p>'The nobility were responsible for the problems the monarchy faced by 1788.' Discuss.</p> <p>AO1/2 – The view might be supported by the privileges the nobility enjoyed and the reluctance to accept changes proposed by reforming ministers. The King's brothers resisted changes that might weaken traditional class responsibilities and privileges. The nobility held sway over key offices in Church and state and provoked bourgeois resentments. However, there is also the issue of the 'noble revolt'. The Assembly of Notables saw reforms as leading to ministerial despotism and raised the idea of calling a wider assembly – the Estates General. The <i>parlementaires</i> became national heroes when they rejected reform programmes in the name of standing for liberty, and their exile caused popular disturbances, for example, in Grenoble. Liberal nobles like the Duke of Orleans and the Marquis de Lafayette espoused popular ideas and supported ideas of 'liberty'. Enlightenment ideas were popular in some aristocratic societies and, after the Revolution, the nobles were seen as not only provoking revolution by their selfishness, but also undermining the authority of the King and his ministers. The divisions in the First Estate could be seen as a key problem facing Louis in trying to solve the increasing problem of the deficit and maintaining authority. However, some will see the Crown itself as a major problem with the poor decisions in foreign policy which left a mounting deficit, and the failure to put royal weight behind ministers. Other problems might be seen to be: the independency of the nobles; the demands of the bourgeoisie; the rising tide of enlightenment thinking; the growth of Paris; economic problems and bad harvests, and peasant poverty.</p>	30

Question	Answer	Marks
3	<p>How successful were the reforms introduced in France in the period 1789 to 1791?</p> <p>AO1/2 – The creation of a national assembly from the Estates General and the development of a constitutional monarchy brought about rapid changes. The Great Fear helped to bring about the August Decrees and the Declaration of the Rights of Man. However, these expressions of idealism were not always matched by changes ‘on the ground’. There was a distinction between feudal rights pertaining to personal dues and rights which were linked to landowning. The degree of change in the countryside was not as great as the supposed abolition of feudalism suggested. The Declaration of the Rights of Man was not followed by democracy, for example, votes for women or political equality as ‘passive citizens’ were not included, and there were links between voting and office holding and wealth. The top 10 per cent of men in terms of wealth were eligible to become deputies. Limitations in actual participation led to the development of political radicalism and discontent. There were moves towards legal changes, such as jury trial and the abolition of torture. New humane execution was introduced to replace the lurid violence of public deaths. However, a full review of the law codes had to wait until 1804. The transformation of local government by the introduction of departments in place of the old provinces transferred much local power to the middle classes as aristocratic governors had often fled or retired. Uniform administration was one of the key features of the Revolution and marked a change from the past, with internal free trade, uniform weights and measures, and an end to seigneurial jurisdictions. Class distinctions ended with the abolition of noble titles, but the gap between the propertied and the poor remained. In religion, the civil rights given to non-Catholics was a major achievement, but the main religious measure, the Civil Constitution of the Clergy which established state control over the Church and its assets, proved a major decisive element. The priests who swore loyalty to the regime were often vilified in Catholic areas and support grew for the Non-juror priests. The sale of Church property was important, but the divisions over religious policy was to be the basis of a civil war and a prolonged and violent struggle, and alienated the King from the Revolution. The economic changes favoured the enterprising middle classes - trade guilds were ended, free trade was introduced - but caused discontent when grain prices were no longer controlled. The bourgeois regime forbade strikes and trade organisations, favouring employers and manufacturers. Unrest flowed from rising prices and the state resorted to violence to control discontent, as in the Champs de Mars demonstration in July 1791. There were tax reforms: the <i>gabelle</i> was finally abolished after unrest in 1791 and the <i>taille</i> was replaced by a new property tax. Tax privileges were abolished. However, financial problems remained, and the regime relied on the sales of Church lands. Paper money based on the value of lands caused inflation and further unrest. The Constitutional Monarchy was finally established in 1791, but, by then, the development of radical clubs, unrest in both Paris and the provinces, and resentment about the flight of the King, had made instability more likely despite the changes which had been brought about.</p>	30

Question	Answer	Marks
4	<p>How influential was the ‘crowd’ in the development of the French Revolution in the period 1789 to 1792?</p> <p>AO1/2 – The Paris crowds exerted a big influence on the radicalisation of the Revolution in 1789. Some may take the view of Rudé and argue that though material and political gains were limited, the crowds left their mark and the revolutionary <i>journeés</i> propelled change. The atmosphere in Paris was one of high expectations and may have influenced the resentment of the Third Estate in the dispute over voting. The Bastille revealed the weakness of the King and the inability of the government to control the situation. The October days were crucial in bringing the King and the Assembly to Paris where they were more vulnerable to crowd pressure, but the limitations of crowd pressure were shown by the Champs de Mars incident. However, increasing economic pressure, the suspicion about the flight to Varennes and the reverses of the war, changed the context and the role of the crowds in the end of the monarchy and in the violence of the September Massacres, and set the scene for their importance in the period of the Terror. It could be argued, however, that their influence was dependent on other factors. The actions of the Third Estate in changing from a royal assembly to representing the Nation had more to do with the incompetence of the King’s handling of the political situation than the crowds. Even the Bastille was dependent on its effect on royal weaknesses. When the Assembly was determined to maintain order, the crowds could be dispersed and neutralised. When distress was too great and where there was a vacuum in authority, the crowds seemed to be more influential, as in October. There could be a discussion about the importance of agitation from radicals in their role in bringing about the end of the monarchy, and how important the errors of the Crown were in the events of 1792.</p>	30