



Cambridge Pre-U

HISTORY

9769/56

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

For examination from 2022

MARK SCHEME

Maximum Mark: 40

Specimen

This syllabus is regulated for use in England, Wales and Northern Ireland as a Cambridge International Level 3 Pre-U Certificate.

This document has **8** pages. Blank pages are indicated.

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.

Introduction

This assessment is designed to test skills in the handling and evaluation of source material.

Generic guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a best-fit level statement has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level statement, award the highest mark.
- If the candidate's work **adequately** meets the level statement, award the most appropriate mark in the middle of the range.
- If the candidate's work **just** meets the level statement, award the lowest mark.

Assessment Objectives

AO1

Recall, select and deploy historical knowledge appropriately.

AO2

Showing understanding of appropriate concepts, investigate and respond to historical questions clearly and persuasively using an appropriate coherent structure to reach a substantiated and sustained judgement.

AO3

Analyse, interpret and evaluate source material and/or interpretations of the historical events studied.

Levels-based mark schemes

The levels-based mark schemes address Assessment Objectives (AOs) 2 and 3, and should be used in conjunction with the indicative content for each question in the mark scheme.

Levels-based mark scheme for Question 1

Level	Level description	Mark
3	<p>Analyses both similarities and differences. Compares and contrasts the documents, integrating comments on both documents by content, theme or issue.</p> <p>Makes clear and well-supported comparisons of the content of the documents, and explores their themes and issues.</p> <p>Focuses consistently on the matter under discussion in the question.</p> <p>Analyses the extent to which the documents agree or disagree, and explains why with reference to their provenance.</p> <p>Demonstrates supported critical evaluation of both documents as historical evidence.</p>	8–10
2	<p>Describes the main similarities or the main differences and includes some reference to the alternative viewpoint.</p> <p>There may be some imbalance between comparison and contrast. At the lower end of the level, may treat the documents separately.</p> <p>Makes clear and supported comparisons of content, themes and issues.</p> <p>Deals largely with the matter under discussion, but use of the documents in relation to the question may be uneven.</p> <p>Some analysis of how far the documents agree or disagree. At the higher end of the level, there may be some explanation of why they might agree or differ, though the consideration of provenance will not be well developed.</p> <p>At the higher end of the level, demonstrates some critical evaluation of the documents as historical evidence.</p>	4–7
1	<p>Refers to some differences or similarities. May be uneven, for example, differences may be covered but not similarities or vice versa.</p> <p>Makes some comparison or contrast of content, themes or issues, but may be largely description or paraphrase. Likely to treat the documents separately.</p> <p>Makes reference to the wider topic but with limited focus on the specific matter under discussion in the question.</p> <p>Limited analysis of the extent to which the documents agree or disagree, though this may be implicit or asserted. Limited reference to provenance of the documents.</p> <p>At the lower end of the level, there may be simply description or paraphrase of the documents.</p>	1–3
0	No creditable response	0

Levels-based mark scheme for Question 2

Level	Analyse and interpret (AO3) 10 marks	Critically evaluate (AO3) and judgement in response to the question (AO2) 20 marks
5	9–10 marks Full analysis of all the documents as a set, interpreting them in relation to the question.	17–20 marks Well-sustained critical evaluation of evidence from the documents. Critical evaluation is well explained and supported throughout. Has a precise focus on the question. Coherent and developed judgement on the interpretation in the question, based on clear and persuasive evidence from the documents in their historical context.
4	7–8 marks Analyses all the documents, interpreting them in relation to the question, but some unevenness in depth or coverage of the documents.	13–16 marks Generally sustains a critical evaluation of evidence from the documents. Critical evaluation is mostly well explained and supported throughout. Has a broad focus on the question. Coherent judgement on the interpretation in the question, based on evidence from the documents in their historical context which is mostly clear and persuasive, but unevenly developed.
3	5–6 marks Some analysis of all the documents, with some interpretation of them in relation to the question. Uneven in depth of coverage of the documents with some omissions, description or irrelevance.	9–12 marks Some critical evaluation of evidence from the documents, but unevenly supported and explained. Generally coherent and contains some argument applicable to the question. Undeveloped judgement based predominantly on evidence from the documents which is occasionally clear and persuasive.
2	3–4 marks Limited analysis of the documents, with little interpretation of them in relation to the question. The depth of coverage of the documents will be very uneven, with significant omissions or evidence of misinterpretation of some documents, and with much description or irrelevance.	5–8 marks Limited critical evaluation of the evidence from the documents. Generalised critical comments with limited support and uneven explanations. Generally coherent and introduces argument which is mostly relevant to the topic. Attempts a judgement but offers limited supporting evidence from the documents.
1	1–2 marks Describes or paraphrases the documents. Little or no analysis and there may be major omissions of documents and very limited reference to the question. Answers reveal serious misinterpretation of the documents.	1–4 marks Little critical evaluation of evidence from the documents. Has some coherence. Few parts of the response are relevant. It responds to some of the issues raised by the topic. No judgement beyond simple and unsupported assertions or relies on description of the documents.
0	0 marks No creditable response	0 marks No creditable response

Question	Answer	Marks
1	<p>Compare and contrast the evidence in Documents A and B for the reasons for the changes made on 4 August. You should analyse the content and provenance of both documents.</p> <p>Similarities:</p> <ul style="list-style-type: none"> Both documents agree that there is popular unrest. By implication, Document A refers to ‘horrible scenes’ and ‘popular risings’ and links the changes to that background; they have become an obstacle to liberty which must be removed. Document B agrees that ‘by the light of the burning châteaux’ changes have been made, therefore linking unrest to changes. Both documents concur about enthusiasm for change in the Assembly as a reason for the decrees; Document A speaks enthusiastically for change and Document B says the motion ‘excited enthusiasm’. <p>Differences:</p> <ul style="list-style-type: none"> When looking at differences, the message is very different. Though Document A mentions unrest, the impression is that the measures are guided by Reason, in that selfless representatives are passing measures for public welfare and the good of the state, and with the motive of establishing equal rights. Document B says that this is a façade and we must not be fooled. It is not disinterested and enlightened kindness, but concessions forced by discontent; if it were so disinterested, the reform took a long time to come about. <p>Provenance: Document A shows a liberal aristocrat influenced by the Enlightenment and its vocabulary (‘Reason’) in the grip of the collective enthusiasm for reform that was evident in the Assembly on 4 August, but which evaporated afterwards. Document B is the radical commoner writing after the excitement and questioning – rightly – the actual results while championing the more immediate needs of the people at a time of high prices. One aims to show that the privileged classes can be enlightened; the other to highlight hypocrisy and press for greater revolutionary change.</p>	10

Question	Answer	Marks						
2	<p>How convincing is the evidence provided by this set of documents for the view that selfish nobles were mainly responsible for the weakening of the old order by 1789? In evaluating the documents, you should refer to all the documents in this set (C–F).</p> <p>Main issue:</p> <p>The debate here is about the degree of responsibility of the French nobles and whether their desire for continued privileges and their slowness to accept change should be seen as the key factors leading to the French Revolution. Alternative arguments might explore whether Louis XVI was to blame, and if so did he display the consistent weaknesses for which he was blamed, or were other factors more significant.</p> <table border="1" data-bbox="308 719 1326 1839"> <thead> <tr> <th data-bbox="308 719 815 808">Analysis of interpretation in documents (AO3)</th> <th data-bbox="815 719 1326 808">Critical evaluation of documents (AO3)</th> </tr> </thead> <tbody> <tr> <td data-bbox="308 808 815 1205"> <p>Document C shows that the royal government had some aspirations to reform with the proposed land tax and the abolition of the <i>corvée</i>, and it shows a selfish nobility eager to maintain its privileges.</p> </td> <td data-bbox="815 808 1326 1205"> <p>Document C: The remonstrance is at the start of the reign following the decision to reinstate the <i>parlements</i> and may be too early in itself to show a weak king. However, answers may use contextual knowledge to show that the new tax was not instated, and the issue of privilege not tackled. Comparison with Document D may show this was a continuing issue.</p> </td> </tr> <tr> <td data-bbox="308 1205 815 1839"> <p>Document D: The document reveals that the issue of the new tax had not been settled since 1776, and shows the views of noble privilege as expressed by the <i>parlement</i> in Document C remained a barrier to progress, indicating both the weakness of the King and the selfishness of the nobility.</p> </td> <td data-bbox="815 1205 1326 1839"> <p>Document D: Since 1776, the costly war in America had added to problems and the attempts by reforming ministers to reduce spending and increase direct taxation had failed, so Document D could reveal a lack of political will and success to address the ongoing problem of privilege. Answers might consider the context of the Assembly of Notables, where an assembly intended to produce reform only restated a defence of the status quo. However, answers might suggest that this was not entirely typical and that there was some support for change in the Assembly, and this is also reflected in Document F.</p> </td> </tr> </tbody> </table>	Analysis of interpretation in documents (AO3)	Critical evaluation of documents (AO3)	<p>Document C shows that the royal government had some aspirations to reform with the proposed land tax and the abolition of the <i>corvée</i>, and it shows a selfish nobility eager to maintain its privileges.</p>	<p>Document C: The remonstrance is at the start of the reign following the decision to reinstate the <i>parlements</i> and may be too early in itself to show a weak king. However, answers may use contextual knowledge to show that the new tax was not instated, and the issue of privilege not tackled. Comparison with Document D may show this was a continuing issue.</p>	<p>Document D: The document reveals that the issue of the new tax had not been settled since 1776, and shows the views of noble privilege as expressed by the <i>parlement</i> in Document C remained a barrier to progress, indicating both the weakness of the King and the selfishness of the nobility.</p>	<p>Document D: Since 1776, the costly war in America had added to problems and the attempts by reforming ministers to reduce spending and increase direct taxation had failed, so Document D could reveal a lack of political will and success to address the ongoing problem of privilege. Answers might consider the context of the Assembly of Notables, where an assembly intended to produce reform only restated a defence of the status quo. However, answers might suggest that this was not entirely typical and that there was some support for change in the Assembly, and this is also reflected in Document F.</p>	30
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Question	Answer		Marks
2	Analysis of interpretation in documents (AO3)	Critical evaluation of documents (AO3)	
	Document E casts some doubt about the typicality of the view held in Document D. The higher nobility were not all opposed to change and might have been willing to follow a more energetic royal policy of reform.	Document E: Answers might put the <i>cahiers</i> into context as evidence. Many provincial nobles had close relations with their communities and had less to lose from reform. However, the atmosphere of excitement about change that had even spread to America, and the unprecedented local consultation meetings leading to the drawing up of <i>cahiers</i> , might have affected the nobles here.	
	Document F notes the liberalism of the King, and refers to his enlightened ministers who were making the proposals referred to in Documents C and D. The argument is, however, that the sort of ruthless absolutism which might have carried reform was not undertaken, therefore the King was ultimately inadequate.	Document F The view that the King lacked the will to defend his authority and power, might be supported by his knowledge of the weak responses to opposition before 1789, his failure to utilise the enthusiasm for reform in maintaining the traditional voting by orders when the Estates General met, and his failure to use force to maintain order.	
	<p>Possible judgements (AO2):</p> <p>The view that the nobles were selfish is partly confirmed by comparing Documents C and D which show that despite increasing problems, the nobles would not agree to a fairer tax system. However, this could also be explained by arguing that the King was weak and he did not enforce his authority. Document F offers some defence of his enlightened approach, though in the end, judging him to be weak. The selfishness of the nobles might be challenged by Document E and the whole process of summoning meetings to draw up <i>cahiers</i> shows some imagination on the King's part, though it was not properly followed up in 1789. The idea of complete selfishness of the nobles might be challenged, but also the total weakness of the King might be challenged; however there is evidence here of failure and weakness which was clearly apparent when the crisis came in 1789.</p>		