

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge Pre-U Certificate

MARK SCHEME for the May/June 2015 series

9769 HISTORY

9769/56

Paper 5f (Special Subject: French Revolution, 1774–1794),
maximum raw mark 60

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.

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Special Subjects: Document Question

These banding definitions address Assessment Objectives 1, 2, 3 and 4, and should be used in conjunction with the indicative content mark schemes for each question.

Introduction

This question is designed largely 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.

Examiners should 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.

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 should be adopted with any doubt erring on the side of generosity.

In marking an answer examiners should 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 met.

Question 1(a)

Band 1: 8–10

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

The response will make good use of both documents and will pick up the main features of the thrust 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 3: 0–3

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.

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Question 1(b)

Band 1: 16–20

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 a 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. English will be fluent, clear and virtually error-free.

Band 2: 11–15

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 well 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 and will be expressed in clear, accurate English.

Band 3: 6–10

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 well 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. Although use of English should be generally clear, there may well be some errors.

Band 4: 0–5

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 well be slight, fragmentary or even unfinished. English will lack real clarity and fluency and there will be errors.

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Special Subject Essays

These banding definitions address Assessment Objectives 1, 2 and 4, and should be used in conjunction with the indicative content mark schemes for each question.

Introduction

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

Examiners should 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 should be impressed more by critical judgement, careful discrimination and imaginative handling than by a weight of facts. Credit should be given for evidence of a good historical intelligence and for good use of perhaps unremarkable material rather than for a stereotyped rehearsal of memorised information.

- (b) Examiners should use these banding definitions in combination with the paper-specific mark schemes.
- (c) It should go without saying that any explanation or judgement is strengthened if informed by the use of source material.
- (d) Examiners are also asked to bear in mind, when reading the following, 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 well 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 2 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 should be adopted with any doubt erring on the side of generosity.
- (f) In marking an essay, examiners should 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 met.

Band 1: 25–30

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. Use of English will be clear and fluent with excellent vocabulary and virtually error-free.

Such answers may be expected, where appropriate, to make use of 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.

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Band 2: 19–24

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. Use of English will be highly competent, clear, generally fluent and largely error-free.

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

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

Band 4: 7–12

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 well 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. Some errors of English will be present but written style should be clear, although lacking in real fluency.

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

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Band 5: 0–6

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; unsupported generalisations, vagueness and irrelevance are all likely to be on show. 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, while investigation of historical problems will be very elementary. Awareness of differing interpretations and the evaluation of sources is not to be expected. The answer may well be fragmentary, slight and even unfinished. Significant errors of spelling, grammar, punctuation and syntax may well hamper a proper understanding of the script.

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

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- 1 (a) To what extent does Document A corroborate the view of the need for terror as expressed in Document B? [10]

The answer should make full use of both documents and should be sharply aware of both similarities and differences. Real comparisons of themes and issues should be made across the documents rather than by separate treatment. Where appropriate, the answer should demonstrate a strong sense of critical evaluation and awareness of provenance by use, not only of the text but of headings and attributions.

Similarities The stern revolutionary measures demanded by A corroborate B's need to smother the internal and external enemies. The patriotic dictatorship of A backs the view that prompt severe and inflexible justice is necessary in B.

Differences Though both agree with the use of Terror, B offers a more extreme view with no hint of compromise as 'weakness' will mean the return to royalty, political opposition is linked to immorality, and terror is seen not as expedient but virtuous. In A, the stress is on the necessity arising from the threat of civil war. Also A considers the need to have justice for those who are victims of arbitrary measures and that revolutionary government might be restrained – but B is much more inflexible 'to punish the oppressors of humanity is clemency; to pardon them is barbarity' there is no suggestion of possible errors or injustice on the part of the Revolution.

Provenance Both are in a similar period of fears of foreign invasion and counter revolution but come from different people – Danton and Robespierre with different concerns and personalities. Danton was to pay for his reservations with his life.

- 1 (b) How convincing is the evidence provided by this set of documents that Robespierre and his supporters ruled in the best interests of Revolutionary France.

In making your evaluation, you should refer to contextual knowledge as well as to all the documents in this set (A to E). [20]

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

A is arguing that in the best interests of the Revolution that: good citizens suffer for Liberty; dictatorship is necessary in civil war; and, in order to prevent the clock being turned back, then terror needs to be pursued. To that extent Robespierre has been ruling in the interests of the Revolution, but he is suggesting that restraint and some concern for justice for those suffering from arbitrary measures is necessary, and this could be justified by the context of the nature of restrictions on liberty and terror. B, by arguing the connection between severity and revolutionary virtue is taking terror to another level from mere wartime necessity and is looking to it as 'an expression of virtue', serving not just the practical need for survival of Revolution, but expressing its ethical core. This could be challenged by reference to the injustices. The more positive side of Robespierre is seen in C with fraternity (the mutual help

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and love that men ought to give in a new revolutionary state) as the key, virtue leading to happiness and guidance by recognition of the Supreme Being. This could be developed by knowledge of the cult of the Supreme Being and the attempts to institute a sort of enlightened deism. Whether this sort of ethical belief was in the best interests of the Revolution could be discussed; it had few adherents, alienated rural Catholic France, offered the image of fanaticisms, but did enlarge the aims of the Revolution and offered ethical justifications for maintaining power. Many will see it as crank-ish. However, it may seem restrained in comparison with D which seems to show Robespierre and his supporters attempting to bring about welfare and social justice – and a healthy vegetarian diet. Good behaviour will be rewarded but the aspiration is totalitarian. Saint-Just is a young idealist with little idea of how this would be put into practice or prevented from being a matter of ridicule. E sees ‘nothing mean-spirited about Robespierre’s’ understanding of Revolution’. He benefited the Revolution by seeing the wider picture and by having a moral force supported by ‘an exemplary life’. If arbitrary arrest, fanatical ideas, political executions, terror and repression really are saving the integrity of France, then ‘integrity’ would have to be somewhat narrowly defined in the discourse of the Revolution itself and some may find this an unsupportable argument.

2 ‘The failure of the Assembly of Notables was the most important factor in explaining the collapse of the old order in the years 1786 to 1788.’ Discuss.

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may see the Assembly of Notables as a last chance for the financial problems of the Crown to be solved and for the privileged orders to see the need for change.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required.

The debate might be whether the situation had become too bad by 1787 for any single assembly or changes by the elite to make any difference. The failure of the Assembly might be seen as more symbolic of a weak crown, an accumulation of debt, a selfish privileged elite, and a failure to understand the social resentments that emerged in the Cahiers and in the revolutionary events of 1789. It might be argued that it was not the specific failure of this Assembly, but the longer terms factors, especially the weak monarch which were more to blame.

AO3 – candidates are not required to use and evaluate documents. However, such use and evaluation, where appropriate, could enhance responses. Where these skills occur, they should be rewarded under AO2.

AO4 – write in a coherent structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

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3 'Instead of solving the problems of the monarchy, the meeting of the Estates General made them worse.' What best explains this?

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events.

The scope might be the disputes about voting, the resentment by the Third Estate culminating in the Oath of the Tennis Court, the King's agreement to voting by head, the development of the idea that there should be a form of national assembly rather than an meeting of the Estates called by and dispensed with by the King at will, and the excitements in Paris and the provinces brought about by the deliberations leading to the events of 14 July, and the subsequent developments of 1789 and the creation of a Constituent Assembly.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required.

Analysis might consider the highly unusual circumstances brought about by the discussions of the agenda of the meeting in the Cahiers; the expectations aroused and the uncertainty of the King about the role of the Assembly; the influence of political ideas and the environment of Paris on the delegates; the growth of radical oratory; the aspirations of the Third Estate, the split in the privileged orders with some nobles and lower clergy backing the opposition of the Third Estate; and, the mishandling of novel and complex political situations by the government.

AO3 – candidates are not required to use and evaluate documents. However, such use and evaluation, where appropriate, could enhance responses. Where these skills occur, they should be rewarded under AO2.

AO4 – write in a coherent structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

4 How significant was the role played by women in the French Revolution in the years 1789–94?

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events.

Focus should be on the significance of not only revolutionary figures like Olympe de Gouges, Théroigne de Méricourt and Mme Roland or Charlotte Corday. Candidates might consider the more general politicisation shown by the October Days procession, the greater discussion of politics and political ideas and the opposition to the Revolution in the provinces.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required.

Discussion may be on the whether the significance lies merely in the Revolution throwing up some untypical activists, some of whom met violent or unhappy ends, or whether the change in

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political consciousness and experience marked a major change in the political status and involvement of women, and how sustained that change was.

AO3 – candidates are not required to use and evaluate documents. However, such use and evaluation, where appropriate, could enhance responses. Where these skills occur, they should be rewarded under AO2.

AO4 – write in a coherent structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.