



Cambridge Pre-U

HISTORY**9769/56**

Paper 5f French Revolution, 1774–1794

October/November 2020

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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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 B support the evidence for the views of the Radicals expressed in Document A?</p> <p>Similarities – Roux refers to the death penalty for economic ‘crimes’ in both sources. Both comment on class hatred and resentment of the rich. Both support aid to the <i>sans culottes</i> (jobs in Document A and food in Document B). Both are in favour of the People. Both call implicitly for further revolution. Document B says, ‘the republic is meaningless’ and calls for insurrection.</p> <p>Differences – Document A is more directly bloodthirsty (‘letters of blood’) and calls more directly for arming the people and a new insurrection than Document B. Document B refers to ban on sale of metal currency which does not appear in Document A. The ‘hate list’ in A extends to merchants and not just to speculators and hoarders, linking them to aristocrats as class enemies. Document B refers more directly to the housing and conditions of the poor on the upper floors.</p> <p>Origin – Document A is from within the debates in an extreme political club and is the more directly radical. Document B is from an appeal to the Convention and obviously says less about insurrection and makes more of an appeal to the pity of the deputies. It refers more to the ideals of the revolution (liberty and equality) to persuade them that the revolution must be fulfilled. In Document A, there are some who reject the whole idea of petitioning the convention and want a new popular revolution.</p>	10

Question	Answer	Marks
1(b)	<p>How convincing is the evidence provided by this set of documents that social and economic issues were at the heart of factional struggles in the French Revolution 1793–1794? In making your evaluation, you should refer to contextual knowledge, as well as to all the documents in this set (A–E).</p> <p>Growing radicalism in Paris and economic and social discontentment were related to ongoing economic hardship and frustration at the lack of social change. Radical leaders often took advantage of this but shied away from full democracy and economic equality causing resentment among the more extreme factions. However, the debate is whether the radicalism stemmed from the ideology of the Revolution or from social and economic discontent and whether other factional rivalry was a product of political disagreement or disagreement about social aspects such as religion.</p> <p>A There are plenty of references to social and economic tensions – social resentment against the rich ‘leeches’; economic discontent against speculators; resentment against merchants and aristocrats; concern for jobs for the sans culottes. However, behind this is a political desire for a new insurrection and a new revolution which could have a more ideological basis.</p> <p>B Again there are social and economic issues – currency speculation, monopolies, high prices of food, bad living conditions but as A shows this reflects only part of the extreme radical agenda and this is in a petition which tacitly accepts the existing revolution whereas the more politicised A wants to overthrow the system itself.</p> <p>C Robespierre talks of class and economic issue, rejecting the blanket attacks of the radicals on trade and scorning the emphasis on material things. Though his is a more apolitical argument – that the Republic is about higher issues and also that radicalism plays into the hands of the enemies of the state, nevertheless class antagonism creeps in at the end. Robespierre as a middle class intellectual from a legal background was more concerned with abstractions of virtue but the context of internal and external threats explains his anger at the radical agenda.</p> <p>D Here the factional struggle seems to be driven by ideas of justice and concern that arbitrary arrest and imprisonment have gone too far. Ideals of justice and humanity are here the thrust, though behind the conflict with Hebert lie personal issues.</p> <p>E Here the division is not about economic issues but the issue of religion (perhaps a social issue) with Robespierre’s concern that revolutionary atheism is undermining the moral heart of the revolution. A belief in values beyond oneself is in his view likely to inspire devotion to revolutionary ideals. The background to this is his belief in the Supreme Being whose festivals seemed to many to be ridiculous and themselves undermine the Revolution. The bitterness of the feud between Robespierre and Danton could be put into context and some will know that the issue of atheism was part of the reason for Robespierre’s fall but the issue needs to be put into a wider context of disagreements and concern about terror.</p>	20

Section B

Question	Answer	Marks
2	<p>'The events of 1789 showed that it was Louis XVI's incompetence was mainly responsible for bringing about the collapse of the <i>Ancien Régime</i>.' Discuss.</p> <p>The King can be held responsible for agreeing to the policy of summoning an Estates General and allowing local meetings to discuss grievances which could either have shown a statesmanlike desire for consultation or more realistically an ill-thought out chance for grievances for which he had little plan of meeting to come into the open and provoke excessive expectations for reform. The way that the Estates General was handled will form the main discussion point with the King's government delaying the process of reform, wavering over the issue of voting by head or order, threatening the use of force without carrying it out decisively and dismissing Necker. The failure to remain in control of events in 1789 and neither embracing constitutional change nor restoring authority and the weaknesses shown in the events of October could be discussed. Alternative explanations might be the inherited problems of debt; the economic problems of France; the emergence of radicalism; the influence of conservatives; the longer term grievances which led for example to the Great Fear and the influence of enlightened ideas beyond the King's control.</p>	30

Question	Answer	Marks
3	<p>Assess the importance of civil and foreign wars in the development of the French Revolution in the years 1792 to 1794.</p> <p>AO1/2 The outbreak of the Revolutionary War in April 1792 initially against Austria intensified political unrest. Unexpected defeats, the commitment of Prussia and Émigré forces, the Brunswick Manifesto, the fall of Verdun and the defection of Lafayette's induced a sense of panic and fear of counter revolution which played a major part in the Insurrection of 10 August and the fall of the monarchy and the coming of the Convention. The victories at Valmy and Jemappes inspired revolutionary fervour. The wars brought about revolutionary moves towards total warfare and utilisation of resources. The dangers of invasion and the development of civil war brought about a new extremism from the execution of the King to the terror both in Paris and the provinces. Coupled with a new coalition of European powers large areas of France turned against the revolution – most notably in Brittany and Maine and the Vendee but also in the South. The savage repression by the Jacobin regime changed the whole nature of the Revolution. Terror became the order of the day and actions against suspects were part of the need for a total commitment to war. While the danger of invasion and counter revolution was at its height, the more extreme policies of Robespierre and the Committees were accepted. When the military situation improved and there was less immediate danger, there was a reaction against terror and the coup against Robespierre could be linked to the changing situation of the war. Answers could assess the role of war by considering other factors such as the development of radicalisation, the failure of Constitutional Monarchy and the lack of trust in the King, economic and social discontent which affected the people of Paris and the distrust of the Revolution's religious policies in much of provincial France.</p>	30

Question	Answer	Marks
4	<p>How important was the role of women in the French Revolution?</p> <p>AO1/2 Women had been influenced by Enlightenment thinking and though they did not have political rights in the ancient regime, they often had literary influence and ran salons. Hopes were high when revolution began and women did play a greater political role in agitating for change and in spreading feminist ideas. A few women activists became famous but women did play a role in the political unrest in Paris – notably in the October march on Versailles. The emergence of political clubs led to the Society of Revolutionary Republican Women.</p> <p>Women’s rights were supported by the writer Condorcet but women emerged as activists, notably Pauline Leon and Theroigne de Mericourt who urged the creation of armed women’s forces to protect the Revolution. Militant revolutionary women demonstrated after the death of Marat – even though his murder had been committed by a woman Charlotte Corday. All this indicated a growth in political awareness and militancy. Claire Lacombe formed the Society of Revolutionary Republican Women with a radical agenda in 1793 and up to 180 women attended. Given the prejudice against women taking up politics this was remarkable. Their pressure for price controls was resisted by many women in Paris who relied on trading and shop keeping. The revolutionaries proved hostile to radical activists and Leon and Lacombe were excluded from political activity while Theroigne was flogged and confined in an asylum. A more mainstream revolutionary leader Mme Roland ended on the scaffold.</p> <p>Other women relied more on writings such as Olympe de Gouges wrote an influential Declaration of the Rights of Women in 1791 but ended up being executed for criticism of Robespierre. Many women played a role in counter revolution. Many were ardent Catholics who rejected the Civil Constitution of the Clergy and the atheistic and deistic policies of the Revolution and supported opposition in the provinces. Brave and determined attempts to assert women’s rights in general and their right to take an active part in the Revolution met with considerable hostility and personal tragedy. The reassertion of male dominance by Napoleon in the Civil Code indicted a return to women’s subservient role but the ideas thrown up by the feminists were among the most striking and significant of the Revolution. Discussion of the role will depend on whether the main focus was on actual achievement of much in the way of change in women’s status or whether the focus is on the achievement of actually taking part in political discussion and action and sending a lance into the future with feminist writing.</p>	30