



Cambridge Pre-U

HISTORY

9769/56

Paper 5 French Revolution, 1774–1794

May/June 2023

MARK SCHEME

Maximum Mark: 40

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.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This document consists of **9** 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.

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
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Question	Answer	Mark
1	<p>Compare and contrast the evidence in Documents A and B for views about Necker’s policies. You should analyse the content and the provenance of both documents.</p> <p>Similarities:</p> <ul style="list-style-type: none"> • Both say he had enemies – A ‘he gained enemies who were to destroy him’ and B sees his enemies in the second-class courtiers as well as financiers and princes. • Both refer to financial policies which brought about opposition A the publication of finances and B the economies. <p>Differences:</p> <ul style="list-style-type: none"> • B is more specific about those who brought about his fall and especially about the role of the King. • A is more focused on the issue of public awareness and scrutiny of the Compte Rendu. • B has reference to Necker’s own actions by insisting on the removal of enemies which A does not. • A sees a more general issue of innovation whereas B is more about intrigues. <p>Provenance:</p> <p>A is looking back and likely to see Necker as a forerunner of liberal openness – creating a ‘mental revolution’ as a liberal noble he may see that as key issue. Necker’s daughter is also looking back but sees intrigues among a corrupt court and a weak king – again with hindsight she may see the consequences of this weaknesses in the destruction of the monarchy and her father as a possible saviour who was ignored.</p>	10

Question	Answer	Mark						
2	<p>How convincing is the evidence provided in this set of documents for the view that the female grievances during the Revolution were mainly driven by political concerns? In evaluating the documents, you should refer to all the documents in the set (C–F).</p> <p>Main Issue:</p> <p>Were grievances the result of political concerns/issues or driven by economic worries?</p> <table border="1" data-bbox="304 584 1331 1753"> <thead> <tr> <th data-bbox="304 584 818 680">Explanation (Analysis) of interpretation in Documents (A03)</th> <th data-bbox="818 584 1331 680">Critical Evaluation of Documents (A03)</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 680 818 1249"> <p>C Female grievances are largely economic and social – the cahiers protest at poor education, marriage without a dowry and lack of opportunities for economic independence available to women and that most of them are forced into unrewarding and burdensome domestic lives. The demand that women should have protected trades is primarily economic, but also political in the broader sense that women are second class citizens and should be given more equality, though there are no explicit demands for political rights.</p> </td> <td data-bbox="818 680 1331 1249"> <p>May be typical given context of hardship 1787–8. Answers may use knowledge of high prices and contemporary evidence of suffering. May not be typical as only in one province but the Cahiers did give voice to all sorts of grievances and ideas so this could be argued to be a common view in amongst women in France. This was issued following a time of economic hardship, so may be an unseen economic agenda that is driving these demands.</p> </td> </tr> <tr> <td data-bbox="304 1249 818 1753"> <p>D The grievances in this cahier are mainly political, expressing the idea that taxation means representation and so women with property should have the right to vote. The cahier also argues that women need to represent women, as men cannot do so as they lack the understanding of women’s issues. The overall argument is that women are perfectly capable of political engagement and that older arguments about women’s inability to act politically are now obsolete.</p> </td> <td data-bbox="818 1249 1331 1753"> <p>May not be typical as only in one province but the Cahiers did give voice to all sorts of grievances and ideas so this could be argued to not have been an uncommon view in amongst women in France. The concerns arguably reflect those of upper-class women. This was issued following a time of economic hardship, so may be an unseen economic agenda that is driving these demands.</p> </td> </tr> </tbody> </table>	Explanation (Analysis) of interpretation in Documents (A03)	Critical Evaluation of Documents (A03)	<p>C Female grievances are largely economic and social – the cahiers protest at poor education, marriage without a dowry and lack of opportunities for economic independence available to women and that most of them are forced into unrewarding and burdensome domestic lives. The demand that women should have protected trades is primarily economic, but also political in the broader sense that women are second class citizens and should be given more equality, though there are no explicit demands for political rights.</p>	<p>May be typical given context of hardship 1787–8. Answers may use knowledge of high prices and contemporary evidence of suffering. May not be typical as only in one province but the Cahiers did give voice to all sorts of grievances and ideas so this could be argued to be a common view in amongst women in France. This was issued following a time of economic hardship, so may be an unseen economic agenda that is driving these demands.</p>	<p>D The grievances in this cahier are mainly political, expressing the idea that taxation means representation and so women with property should have the right to vote. The cahier also argues that women need to represent women, as men cannot do so as they lack the understanding of women’s issues. The overall argument is that women are perfectly capable of political engagement and that older arguments about women’s inability to act politically are now obsolete.</p>	<p>May not be typical as only in one province but the Cahiers did give voice to all sorts of grievances and ideas so this could be argued to not have been an uncommon view in amongst women in France. The concerns arguably reflect those of upper-class women. This was issued following a time of economic hardship, so may be an unseen economic agenda that is driving these demands.</p>	30
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Question	Answer		Mark
2	Explanation (Analysis) of interpretation in Documents (A03)	Critical Evaluation of Documents (A03)	
	E There is evidence that antipathy to the monarchy was motivating political action in putting pressure on the monarchy for action, but this source focuses mainly on economic factors– the main motive driving the protests was bread shortages, and the political animosity of the woman who wanted to destroy royalty was not typical.	The context was food shortages, but this is a testimony before a Commission of the Assembly and Madame Glain may play up the economic hardship as an excuse for her actions – by October political turmoil was widespread in Paris and there may have been more hostility to monarchy than this source suggests.	
	F The petition is evidence for the desire for political regeneration of France to include the emancipation of women both in terms of rights and office holding, with talk about male despotism being responsible for denying women equal position in the system of government,	The document may be more representative of the concerns of educated middle class women rather than those of poorer women and there could be consideration of the context of greater political debate in 1789.	
	<p>Possible judgements. (AO2):</p> <p>Candidates' judgements will depend on seeing the extent to which the growing political discourse through 1789 was driven by issues beyond the usual reaction to shortages: did the demands of E and F become the dominant type of grievances because political change will bring economic change or were these demands the concerns of a small group of upper-class women and do sources C and E reflect the economic concerns of the majority of women. Candidates may argue that economic grievances were often deeply linked to political demands as in the October Days, even when they aren't explicitly discussed in the sources.</p>		