

---

**HISTORY (PRINCIPAL)**

**9769/57**

Paper 5g Special Subject: Napoleon and Europe, 1795–1815

**May/June 2017**

**2 hours**

Additional Materials: Answer Booklet/Paper

---

**READ THESE INSTRUCTIONS FIRST**

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.

Write your Centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen.

Do not use staples, paper clips, glue or correction fluid.

**DO NOT WRITE IN ANY BARCODES.**

Answer Question 1 in Section A.

Answer **one** question from Section B.

You are reminded of the need for analysis and critical evaluation in your answers to questions. You should also show, where appropriate, an awareness of links and comparisons between different countries and different periods.

At the end of the examination, fasten all your work securely together.

The number of marks is given in brackets [ ] at the end of each question or part question.

---

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

This document consists of **4** printed pages.

## Section A

## Nominated topic: The Napoleonic Empire, 1804–1814

- 1 Study all the following documents and answer the questions which follow. In evaluating and commenting upon the documents, it is essential to set them alongside, and to make use of, your own contextual knowledge.
- A An English cartoon, produced after the battle of Austerlitz, shows Napoleon as a baker putting the old German rulers into an oven and creating new kings in their place. He is being aided by his foreign minister Talleyrand.



The caption reads: The Great French Gingerbread Baker drawing out a new batch of kings.

The basket is labelled 'True Corsican Kinglings for Home Consumption & Exportation'. The sign on the oven reads 'New French Oven for Imperial Gingerbread'. Below the oven, with the 'Corsican Broom of Destruction', there is the inscription, 'Ash Hole for broken Gingerbread' and the previous rulers of Holland, Spain and Italy as well as the flag of the French Republic are shown. There is a cupboard with 'Little Dough Viceroy's, intended for the next new Batch'. Talleyrand is shown at the 'Political Kneading Trough'. The 'dough' is Turkey, Poland and Hungary, and the Prussian eagle is shown to be eating Hanover.

James Gillray, Cartoon, 1806.

- B** *The Emperor writes to Jerome Bonaparte, King of Westphalia, giving advice on how to rule.*

The happiness of your people is important to me. This is not only because of the influence it can have on your reputation and mine, but also from the point of view of the whole European system. Refuse to listen to those who tell you that your new subjects, used to servitude, will be ungrateful for the benefits you offer. What the peoples of Germany impatiently desire is that men of talent who lack noble rank will have an equal claim to your favour and to government employment. They also demand that all kinds of serfdom be abolished. The benefits of the Napoleonic Code, such as public trials and juries, will be the distinguishing feature of your rule. It is necessary for all your subjects to enjoy a degree of liberty, equality and prosperity hitherto unknown among the peoples of Germany. Your liberal government should produce beneficial changes for your people. The peoples of Germany, as well as France, Italy and Spain, desire equality and demand liberal ideas. Be a constitutional king.

Napoleon, Letter, November 1807.

- C** *An example from Spain of the reaction to Napoleon's imperial rule.*

Spanish citizens of La Coruña! Bonaparte wanted you to be his enemies, so he insulted you. You must think only about a fitting revenge for your insult, because we are all Spanish. We and our brothers in America, all have suffered the attack of the Corsican Emperor. In ridding our land of the desolation and havoc caused by the French, you will liberate all Europe from the chains that oppress its peoples. Numberless victims, cry out against Napoleon Bonaparte and his family! Desire with our help and that of our ally the English Empire, to take revenge for this last outrage and restore the rights which he has usurped.

There are only two alternatives: to take the chains of slavery or to fight for freedom. Bonaparte tyrannises our independence by the most violent means: fire and death. Are we going to allow Napoleon's troops to come and seize our homes, outrage our families, insult our God and plunder his churches, as they have just finished doing in Portugal?

Long live the Army!  
Long live King Carlos IV!  
Long live Spain!

A proclamation by local patriots to the citizens of the Spanish town of La Coruña, 1808.

- D** *The Emperor writes to Eugène de Beauharnais, his stepson and Viceroy of the Kingdom of Italy, about commercial policy.*

The silks of Italy seem to be exported entirely to England. I wish to modify this trade route to the profit of French manufacturers, for without it the silk products, which are so important to French trade, will suffer considerable losses. My motto is: France first. You must never lose sight of that. Italy is independent only with the goodwill of France; this independence has been gained by French blood and French victories. Italy must not abuse it. Italy must not make agreements independent of the need to assure the prosperity of France. She must avoid giving France the motive for the annexation of Italy to make her directly ruled by France. If France decided to do that, who could stop her?

Napoleon, Letter, 23 August 1810.

- E** *In exile on St Helena, Napoleon explains his views on nationhood in conversations which took place between 1815 and 1818.*

One of my grandest ideas was unification: the concentration of peoples geographically united. Scattered over Europe, there are more than 30 million French, 15 million Spanish, 15 million Italians and 30 million Germans. My intention was to make each of these peoples into a separate nation state. As regards the 15 million Italians, this unification had already gone far; it needed only time to mature. Every day of my rule increased that unity of principles and law; of thought and feeling, which is the sure and infallible cement of human societies. The annexation of Piedmont and Parma were only temporary means to a higher end: my single aim was to guide, guarantee and hasten the national education of the Italian people.

Count de las Casas, *Memorial of St Helena*, 1822.

- (a)** To what extent does Document C challenge the view of Document E about Napoleon's impact on the development of nationhood? [10]
- (b)** How convincing is the evidence provided by this set of documents that Napoleon's rule brought little benefit to the subjects of his European empire? In making your evaluation, you should refer to contextual knowledge as well as to all the documents in this set (A–E). [20]

## Section B

Answer **one** of the following questions. Where appropriate, your essay should make use of any relevant documents you have studied, as well as contextual knowledge.

- 2** How far did Napoleon's rise to power in 1799 depend on political intrigue? [30]
- 3** 'An unoriginal commander dependent for his success on the weakness of his enemies.' How valid is this judgement on Napoleon Bonaparte in the period 1800 to 1809? [30]
- 4** Did the Hundred Days stand any chance of success? [30]

---

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge International Examinations Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at [www.cie.org.uk](http://www.cie.org.uk) after the live examination series.

Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.