



Cambridge Pre-U

HISTORY

9769/57

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

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 attitudes to Napoleon Bonaparte. You should analyse the content and provenance of both documents.</p> <p>Similarities:</p> <ul style="list-style-type: none"> • There is enthusiasm shown in both – both quote ‘Long Live Bonaparte’ being shouted by crowds. • Document A refers to admiration for his military qualities and Document B supports this by reference to saving France from the military setbacks. • Both have the idea of France being saved or redeemed: Document A – ‘the restoration to us of what we thought we had lost’ and Document B – ‘save France from the crisis’. • Document B refers to a personal ecstasy of the author, and this is also implied in the enormous enthusiasm in Document A. • There are hints of contrasting the successful general with the present government: Document A refers to the ‘ludicrous pomp’ of the Directors and Document B to ‘the pitiful government’. <p>Differences:</p> <ul style="list-style-type: none"> • Document A is more specific about the different classes and their attitudes than Document B. • Document B is also much more explicit about admiring Napoleon as an alternative to the Directory than Document A, which is more about the military victories and their effect on confidence. • Document B is much more about saving France from the crisis brought by pitiful government and anticipates more support for regime change than Document A. <p>Provenance: Both look back. As Boulart served under Napoleon, his personal engagement is more pronounced than is the case with Document A, which is somewhat more objective in tone. Document A is written about the situation in 1797, in the aftermath of what were seen as stunning victories in Italy. Document A is written later and closer to the Coup of Brumaire; the victories in Egypt had more mixed results and here it is the attitude of saving France from an unpopular government, rather than the immediate aftermath of victory that is predominant.</p>	10

Question	Answer	Marks						
2	<p>How convincing is the evidence provided by this set of documents for the view that Napoleon’s rule brought little benefit to the subjects of his European empire? In evaluating the documents, you should refer to all the documents in this set (C–F).</p> <p>Main issue:</p> <p>The issue is how far Napoleon brought the reforms of the French Revolution to Europe and encouraged nationalism, or how far he merely exploited Europe for the benefit of France and had limited direct effect on nationalism, except perhaps in encouraging resistance to his tyranny.</p> <table border="1" data-bbox="308 651 1326 1919"> <thead> <tr> <th data-bbox="308 651 818 734">Analysis of interpretation in documents (AO3)</th> <th data-bbox="818 651 1326 734">Critical evaluation of documents (AO3)</th> </tr> </thead> <tbody> <tr> <td data-bbox="308 734 818 1480"> <p>Document C: Positive benefits are stressed in Document C, with references to careers open to talent, the end of serfdom, the benefits of the Napoleonic legal reforms introduced into France in 1804, and to ‘liberty, equality and prosperity’ and constitutional rule.</p> </td> <td data-bbox="818 734 1326 1480"> <p>Document C was written when Napoleon was at the height of his powers in Europe. The elements of equality of opportunity were features of the Napoleonic system. The revolution had abolished serfdom and the Code Napoleon had confirmed this, and the legal changes brought about in France were seen as one of the great Napoleonic achievements. However, while these benefits were indeed applied to parts of the Empire, the liberal regime was not. The police state, censorship and repression of discontent were equally features of the Empire, so this source should not be accepted at face value. Though a private letter, there is an element of self-satisfaction and aspiration here.</p> </td> </tr> <tr> <td data-bbox="308 1480 818 1919"> <p>Document D: This call to resist suggests that the benefits to Spain have not been great as it refers to revenge for desolation and havoc. The Spanish are seen as victims who have had their rights usurped. Napoleonic rule is equated with slavery, with the French plundering homes and insulting God.</p> </td> <td data-bbox="818 1480 1326 1919"> <p>Document D: The nature of the document is an appeal to Spanish religious feeling and for unity to revenge outrages. The document is firmly royalist and Catholic and is not likely to recognise the support Napoleonic rule had from some of the enlightened Spanish middle class. However, it does reflect the brutal repression caused by guerrilla warfare. Answers may point out that it is from one area in northern Spain.</p> </td> </tr> </tbody> </table>	Analysis of interpretation in documents (AO3)	Critical evaluation of documents (AO3)	<p>Document C: Positive benefits are stressed in Document C, with references to careers open to talent, the end of serfdom, the benefits of the Napoleonic legal reforms introduced into France in 1804, and to ‘liberty, equality and prosperity’ and constitutional rule.</p>	<p>Document C was written when Napoleon was at the height of his powers in Europe. The elements of equality of opportunity were features of the Napoleonic system. The revolution had abolished serfdom and the Code Napoleon had confirmed this, and the legal changes brought about in France were seen as one of the great Napoleonic achievements. However, while these benefits were indeed applied to parts of the Empire, the liberal regime was not. The police state, censorship and repression of discontent were equally features of the Empire, so this source should not be accepted at face value. Though a private letter, there is an element of self-satisfaction and aspiration here.</p>	<p>Document D: This call to resist suggests that the benefits to Spain have not been great as it refers to revenge for desolation and havoc. The Spanish are seen as victims who have had their rights usurped. Napoleonic rule is equated with slavery, with the French plundering homes and insulting God.</p>	<p>Document D: The nature of the document is an appeal to Spanish religious feeling and for unity to revenge outrages. The document is firmly royalist and Catholic and is not likely to recognise the support Napoleonic rule had from some of the enlightened Spanish middle class. However, it does reflect the brutal repression caused by guerrilla warfare. Answers may point out that it is from one area in northern Spain.</p>	30
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Question	Answer		Marks
2	Analysis of interpretation in documents (AO3)	Critical evaluation of documents (AO3)	
	Document E: This letter is in marked contrast to the idealism of Document C and suggests that French interests are being put before the interests of the European subjects in Italy ('France first') and raises the possibility of outright annexation.	Document E: By 1810, Napoleon was under greater pressure to enforce the Continental System and pay for the extensive wars. With war in Spain raging and unrest in Europe rising, Napoleon was less interested in applying the benefits of French rule and more interested in ensuring that his empire would support the heavy military expenditure. Answers may refer to this approach as typical of much of economic policy within the Empire and that commercial interests were subordinated to political interests through the Continental System, confirming the typicality of the document.	
	Document F suggests that the empire was beneficial in promoting nationalism and that Napoleon's intention was to make the peoples of Spain, Germany and Italy into nation states. Napoleon believed that he had increased unity of laws, and feelings, i.e. feelings of nationalism as opposed to regionalism, and, in Italy, that he had promoted 'national education'.	As Document F was written when Napoleon was trying to establish a place in history after defeat and exile, the claims to be a promoter of nationhood and nationalism need to be treated critically. However, the greater unification of Italy and Germany did have long-term effects on the growth of nationalism. In Spain, there was more conquest and repression.	
	<p>Possible judgements (AO2):</p> <p>Documents C and F see benefits. Document D sees only tyranny and Document E sees economic exploitation. The nature of the evidence concerning benefits must cast some doubt on how convincing the view is. However the strongest condemnation does come from Spaniards who supported traditional values and were more concerned with foreign domination than potential benefits. One judgement might be that Document E is the most convincing, but no set view is expected and there is some evidence that might be supported of a more favourable view.</p>		