

# Cambridge International AS & A Level

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**EUROPEAN HISTORY**

**9981/01**

Paper 1 Historical Sources

**For examination from 2027**

MARK SCHEME

Maximum Mark: 40

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**Specimen**

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This document has **10** pages. Any blank pages are indicated.

## Generic Marking Principles

All examiners must apply these general marking principles when marking candidate responses. Examiners must apply them alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme must 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 descriptions for the question
- the specific skills defined in the mark scheme or in the generic level descriptions 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 descriptions.

### 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 descriptions in mind.

**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 is the best fit. In practice, work does not always match one level precisely so a judgement may need to be made between two or more levels.

Once a best-fit level has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level, award the highest mark.
- If the candidate's work **adequately** meets the level, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work **just** meets the level, award the lowest mark.

**Table A for Part (a) questions**

Part (a) questions assess the following assessment objectives:

**AO1 Historical knowledge**

Candidates should be able to:

- Recall, select and use appropriate historical knowledge.

**AO3 Historical sources**

Candidates should be able to:

- Understand, analyse, evaluate and interpret a range of historical sources in context.

Use this table to give marks for candidate response for part (a) questions.

Level	Description	Marks
<b>Level 4</b>	<b>Makes a developed comparison</b> Responses: <ul style="list-style-type: none"> <li>• Make a developed comparison between the two sources.</li> <li>• Explain why points of similarity and difference exist through contextual awareness and/or source evaluation.</li> </ul>	12–15
<b>Level 3</b>	<b>Compares views and identifies similarities <u>and</u> differences</b> Responses: <ul style="list-style-type: none"> <li>• Compare the views expressed in the two sources, identifying similarities <b>and</b> differences and supporting them with source content.</li> </ul>	8–11
<b>Level 2</b>	<b>Compares views and identifies similarities <u>or</u> differences</b> Responses: <ul style="list-style-type: none"> <li>• Identify relevant similarities <b>or</b> differences between the two sources and may be one-sided with only one aspect explained.</li> </ul> <p>OR</p> <p><b>Compares views and identifies similarities <u>and</u> differences but these are asserted rather than supported from the sources</b> Responses:           <ul style="list-style-type: none"> <li>• Identify relevant similarities <b>and</b> differences between the two sources without supporting evidence from the sources.</li> </ul> </p>	4–7
<b>Level 1</b>	<b>Describes content of each source</b> Responses: <ul style="list-style-type: none"> <li>• Describe or paraphrase the content of the two sources.</li> <li>• May make very simple comparisons (e.g. one is from a letter and the other is from a speech) but these are not developed.</li> </ul>	1–3
<b>Level 0</b>	<b>No creditable response</b> <ul style="list-style-type: none"> <li>• No engagement with source material.</li> </ul>	0

**Table B for Part (b) questions**

Part (b) questions assess the following assessment objectives:

**AO1 Historical knowledge**

Candidates should be able to:

- Recall, select and use appropriate historical knowledge.

**AO3 Historical sources**

Candidates should be able to:

- Understand, analyse, evaluate and interpret a range of historical sources in context.

Use this table to give marks for candidate response for part (b) questions.

Level	Description	Marks
<b>Level 5</b>	<b>Evaluates the sources to reach a judgement to answer the question</b> Responses: <ul style="list-style-type: none"> <li>• Demonstrate understanding of <b>all</b> the sources and offer a detailed explanation of how they support and/or challenge the statement.</li> <li>• Use specific contextual knowledge to evaluate the sources in relation to the question; this may be through considering the nature, origin or purpose of the sources in context.</li> <li>• Evaluate the sources to assess whether the source is stronger or weaker as evidence in response to the question.</li> <li>• Reach a judgement about which side of the argument is stronger, addressing the ‘how far’ element of the question.</li> </ul>	21–25
<b>Level 4</b>	<b>Uses the sources to write a developed response explaining how the sources support <u>and</u> challenge the statement in the question</b> Responses: <ul style="list-style-type: none"> <li>• Show understanding by making detailed use of <b>all</b> the sources to support <b>and</b> challenge the statement.</li> <li>• Accurately represent the argument of the sources.</li> <li>• May show awareness of nuance where appropriate.</li> <li>• Make explicit and well explained links to the question.</li> <li>• Use contextual knowledge to help interpret the sources, which may include consideration of the nature, origin or purpose of the source in context.</li> </ul>	16–20
<b>Level 3</b>	<b>Uses the sources to support <u>and</u> challenge the statement in the question</b> Responses: <ul style="list-style-type: none"> <li>• Make points from the sources to both challenge <b>and</b> support the statement.</li> <li>• May misread one or two of the sources or misrepresent the argument.</li> <li>• May select appropriate material from the sources and make implicit links to the question.</li> <li>• May consider the nature, origin or purpose of the sources but this will be in the form of comments about bias or reliability, which are not based on contextual understanding.</li> </ul>	11–15
<b>Level 2</b>	<b>Uses the sources to support <u>or</u> challenge the statement in the question</b> Responses: <ul style="list-style-type: none"> <li>• Make valid points from the sources to either support <b>or</b> challenge the statement.</li> <li>• May attempt to both support and challenge but the sources on one side of the argument may be misread or their argument misrepresented.</li> <li>• May argue that all the sources support or challenge the statement.</li> </ul>	6–10
<b>Level 1</b>	<b>Attempts to answer the question with general use of the sources</b> Responses: <ul style="list-style-type: none"> <li>• Describe the content of the sources but without showing how they support or challenge the statement.</li> <li>• Present an essay about the topic which may be illustrated by the sources but not focused on the question.</li> <li>• May make assertions that sources support or challenge the statement but without reference to source content or explanation.</li> <li>• May attempt to answer the question but any source use will be based on misreading or misrepresentation of the argument/content.</li> </ul>	1–5
<b>Level 0</b>	<b>No creditable response</b> <ul style="list-style-type: none"> <li>• No engagement with source material.</li> </ul>	0

Question	Answer	Marks
1(a)	<p><b>Read Sources A and B.</b></p> <p><b>Compare these two sources as evidence about the intentions for the Estates-General.</b></p> <p>Indicative content</p> <p><b>Similarities</b></p> <ul style="list-style-type: none"> <li>• Both sources argue that voting in the Estates-General should be by head rather than order.</li> <li>• Both argue in favour of liberty and against arbitrary arrest and that citizens should have access to defence.</li> <li>• Both argue that there should be changes to the taxation system. <b>Source A</b> argues that taxes should be paid equally while <b>Source B</b> argues for greater accountability in the spending of public money.</li> <li>• Both sources argue in favour of freedom of expression.</li> </ul> <p><b>Differences</b></p> <ul style="list-style-type: none"> <li>• <b>Source A</b> is more radical than <b>Source B</b> stating clearly that all men are equal in rights.</li> <li>• There is a difference of opinion on religion. <b>Source A</b> suggests that men should have freedom of religion while <b>Source B</b> implies that Catholicism should be strengthened, implying that national religion is more important than the beliefs of an individual.</li> <li>• Both sources touch on freedom of expression but there is a suggestion in <b>Source B</b> that a writer's name must be on his work. <b>Source A</b> suggests greater freedom.</li> <li>• <b>Source A</b> suggests three-yearly Estates-General while <b>Source B</b> simply says 'at fixed periods'.</li> </ul> <p><b>Explanation</b></p> <p>There are clear similarities between the sources which may be explained by the dire circumstances which faced France in 1789. The clergy in <b>Source B</b> were keen to see reforms introduced which included greater individual liberty. A large number of the First Estate were parish priests who had witnessed the difficulties of rural life. They were therefore interested in the welfare of the poor, wishing to see a reduction in feudal fees – which may also be an attempt to attack the wealth of the Second Estate. It might be seen as unusual that the First Estate argue in favour of voting by head rather than order, as this might undermine their own power within the Estates-General. However, the First Estate was more diverse than is sometimes assumed. <b>Source A</b> reflects some of the same concerns, arguing for individual liberty, freedom of speech and freedom from arbitrary arrest. Discontent with inequality and taxation had been building over the previous years (made worse by poor harvests in the 1780s, food shortages and price rises).</p> <p>Given that <b>Source A</b> comes from the Third Estate of Paris, it is perhaps not surprising that the ideas listed are more radical than those in <b>Source B</b>. Paris was home to radical clubs and the Palais de Justice was an important meeting place for the discussion of radical ideas about equality and liberty. There is also a more legal focus in <b>Source A</b> which reflects that many of the Third Estate were lawyers. <b>Source B</b>, coming from the First Estate, makes less radical demands. The bishops are keen to see Catholicism strengthened and support education which will be 'useful to religion and the state'.</p>	<b>15</b>

Question	Answer	Marks
1(a)	Accept any other valid responses.	
1(b)	<p><b>Read <u>all</u> of the sources.</b></p> <p><b>How far do these sources agree that economic problems were responsible for the growth of discontent before the Revolution?</b></p> <p>Indicative content</p> <p><b>Support</b></p> <ul style="list-style-type: none"> <li>• <b>Source B</b> argues that feudal fees on ovens and flour mills should be removed which would help the poor, especially in rural areas. There is also a request that the government should be accountable for the way in which public money has been spent.</li> <li>• <b>Source C</b> shows the Third Estate being crushed by different kinds of tax which must be paid and which seem to benefit the First and Second Estates who are shown balancing on top of the stone.</li> <li>• <b>Source D</b> suggests bread shortages caused disturbances in Paris with workers losing money by taking time off to queue outside the bakery.</li> </ul> <p><b>Challenge</b></p> <ul style="list-style-type: none"> <li>• In <b>Source A</b> much of the cahier of the Third Estate is motivated by demands for equality and liberty and their complaints about taxation can be seen in this light. The Third Estate is not simply motivated by the financial benefit of changing taxation but is more concerned to remove the unfairness of the system.</li> <li>• <b>Source C</b> implies that the inequality in the taxation system is actually the problem. Only the Third Estate is supporting the First and Second who are not paying taxes.</li> <li>• <b>Source D</b> suggests at a time when there was little bread in Paris for the workers, at Versailles there was plentiful good quality bread which was delivered by the bakers. This highlights that inequality was also an issue.</li> </ul> <p><b>Evaluation</b></p> <p><b>Source A:</b> Candidates can use their knowledge of the Three Estates and the meeting of the Estates-General in 1789 to explain the context and content of this source and evaluate its weight as evidence. However, while the Third Estate had most interest in having taxes distributed more fairly, its cahier contains many of the popular ideas about liberty which had been discussed in the coffee houses and pamphlets of Paris. The Third Estate was not represented by peasants and labourers but more well-off and well-educated men, many of whom were lawyers.</p> <p><b>Source B:</b> The source comes from the First Estate and candidates might question its willingness to help the poor as an attempt to undermine the Second Estate which received the feudal fees paid by people wishing to use the mills. However, knowledge of the taxation system and the poverty experienced by many living in France in the 1780s could be used to support the argument about reducing feudal fees and this might be argued to strengthen the source as evidence. Many members of the First Estate were themselves poor parish priests and understood the realities of rural life.</p>	<b>25</b>



Question	Answer	Marks
1(b)	<p><b>Source C:</b> Although this source seems to have a clear propaganda purpose which might weaken it as evidence, candidates could explain the taxation system (such as the corvée) which is highlighted in the cartoon. State taxes had increased enormously between 1749 and 1783 in an attempt to pay debts built up through involvement in war. Peasants paid up to 10% of their income in state taxes and also paid a tithe to the church. They were heavily taxed by their landlords. Population growth meant a shortage of land and this meant rents became more expensive.</p> <p><b>Source D:</b> Understanding of the food crisis in Paris before the Revolution would help candidates to evaluate this source. It was typical for workers to spend up to half their income on bread. However, between August 1788 and March 1789 the price of bread almost doubled. Rising prices and unemployment meant many faced destitution and riots were frequent. While the source seems to intend to highlight inequality, which might be argued to weaken it as evidence, many of its arguments can be supported by contextual knowledge.</p> <p>Accept any other valid responses.</p>	

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