

473/07

HISTORY – HI3

UNIT 3

IN-DEPTH STUDY 7

THE FRENCH REVOLUTION, c. 1774-1795

P.M. FRIDAY, 12 January 2007

(1 hour 30 minutes)

ADDITIONAL MATERIALS

In addition to this examination paper, you will need a 12 page answer book.

INSTRUCTIONS TO CANDIDATES

Answer **one** question in Section A and **one** question in Section B.

INFORMATION FOR CANDIDATES

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

The time you spend on a question should be in proportion to the marks available.

The sources and quotations used in this unit may have been amended or adapted from the stated published work in order to make the wording more accessible.

You are reminded that marking will take into account the quality of written communication used in your answers.

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IN-DEPTH STUDY 7

THE FRENCH REVOLUTION, c. 1774-1795

Answer **one** question in Section A and **one** question in Section B.

SECTION A

Answer **one** question

1. The Ancien Régime and the causes of the French Revolution, 1774-1789.

Study the source below carefully, and then answer the questions based upon it.

‘You meddle in a great many matters which first of all do not concern you, which you know nothing about and in regard to which the groups and associates who flatter you, know how to arouse your interests or to try to get you to foster a certain hatred. They try to get you to take one step after another calculated to spoil the happiness of your life and certain to bring extreme unpleasantness upon you sooner or later, and by diminishing the King’s friendship and esteem, to lose you the good opinion of the public. Why do you think it your business, my dear sister, to transfer ministers, to send one to his estates, to have a particular office given to this man or that, to talk about public affairs relating to the American War, and even use expressions by no means suited to your position? Have you ever asked yourself by what right you interfere in the affairs of the government and the French Kingdom? What knowledge have you acquired that you dare to imagine that your advice or opinion can be of any use, particularly in affairs that require wide knowledge? You are a pleasant young woman who all day thinks of nothing but frivolity, your appearance and your amusements. I am sure you never ponder to think anything out or reflect the consequence of what you do or say. You act only for the impulse of the moment. I can only foretell great unhappiness for you and I confess that on account of my attachment for you this distresses me very much.’

[A letter from the Austrian Emperor Joseph II to his sister Marie Antoinette (c. 1785)]

- (a) Explain **briefly** the meaning of the term ‘the American War’ (line 8). [4]
- (b) What does the source suggest about the personality of Marie Antoinette? [8]
- (c) How useful is the source to an understanding of the overthrow of the Ancien Régime and the causes of the French Revolution, 1774-1789? [20]
(You are advised to use in your answer relevant background knowledge as well as information derived from the source.)

2. The overthrow of the Monarchy and the First Republic, 1789-1792.

Study the source below carefully, and then answer the questions based upon it.

‘Without question, a war which aims at conquest must be execrated (hated) by free men. But a war waged for liberty is a sacred war, a war commanded by heaven; and, like heaven, it purifies souls. It is in the midst of the terrors of a free war that egoism disappears and that common peril unites every soul. This is when liberty becomes a universal passion, when it quickens every soul, purifies
5 society and purges it of that scum which disappears in combat. After these battles the nation is reborn. You have seen the Americans; seven years of war were as valuable for them as a century of moral lessons. War will be worth as much to you. It will make equality of men real; for war alone, by mingling men of all classes, by raising the humble and humbling the powerful, can level heads and regenerate souls. We need war to put the Executive power to a last test. If it is untrustworthy, it
10 will not be slow to betray itself. The opportunities to unmask it will be more frequent. And is it not better to know the true position at last, rather than live with so cruel an uncertainty? If the Executive is patriotic it will be cherished. If not, the *Patrie* will soon pronounce sentence on it.’

[A speech by the leading Girondin deputy, J.P. Brissot (15 December 1791)]

- (a) Explain **briefly** the meaning of the phrase ‘the Executive’ (line 9). [4]
- (b) What does the source suggest about the attractions of fighting a war? [8]
- (c) How useful is the source to an understanding of the overthrow of the Monarchy and the First Republic, 1789-1792? [20]
(You are advised to use in your answer relevant background knowledge as well as information derived from the source.)

SECTION B

Answer **one** question.

3. The work of the National Assembly, 1789-1791.

Study the sources below carefully, and then answer the questions based upon them.

Source A

‘After having set forth the natural and civil rights of the citizens, the plan that we are following leads us to recognize their political rights. All the inhabitants of a country should enjoy the rights of a passive citizen. All have the right to be protected by law along with their property and liberty. But all do not have the right to take part in the formation of governments and the making of laws. All are not active citizens.’

[Abbé Sieyès, a deputy to the Third Estate, writing in a political pamphlet, *Preliminary to the French Constitution* (August 1789)]

Source B

‘All citizens whoever they are, have the right to aspire to all levels of officeholding. Nothing is more in line with your declaration of rights, according to which all privileges, all distinctions, all exemptions must disappear. The Constitution establishes that sovereignty resides in the people, in all the individuals of the people. Each individual therefore has the right to take part in making the law which governs him.’

[A speech by Robespierre in the National Assembly, attacking the new conditions for eligibility for public office (22 October 1789)]

Source C

‘All privileges, all feudalism and nobility of property being destroyed, birthright and rights of masculinity with regard to noble lands, and unequal distribution by reason of someone’s quality are abolished. Consequently, the Assembly orders that all inheritance will be shared between heirs according to the laws that regulate distributions between citizens.’

[Taken from Article 12 of the Law on Inheritance (March 1790)]

Source D

The Civil Constitution of the Clergy

France in Division

Those who condemned

All good Frenchmen, who love their country, their religion, and the happiness of their brothers

Those who approved

All brigands, who burn chateaux, pillage mansions set up gallows, scoundrels who have bathed France in blood

[From an article in a French royalist newspaper, *Ami du Roi* (22 March 1791)]

Source E

[A contemporary print showing the impact freedom of the press was having on the publication of pamphlets (1791)]

- (a) Compare Sources A and B. In what ways do Sources A and B show contrasting views of who should be able to take part in the political process? [8]
- (b) Study Sources C and D. How reliable are Sources C and D as evidence to an historian studying the laws passed by the National Assembly? [16]
- (c) How useful are the sources to an understanding of the work of the National Assembly during the period 1789-1791? [24]
(You are advised to use in your answer relevant background knowledge as well as information derived from the sources.)

4. The Terror and the Thermidorians.

Study the sources below carefully, and then answer the questions based upon them.

Source A

‘The rising in the Vendée was the most dangerous example of the various forms of resistance encountered by the Revolution and was symptomatic of the widespread discontent of the peasantry. The poverty, and frequently the downright misery of the conditions against which they struggled, made them ready to listen to the appeals of reactionaries and rise against the urban middle classes.’

[Albert Soboul, a French Marxist historian, writing in *The French Revolution 1787-1799* (1975)]

Source B

‘The Vendéan peasants resented their able-bodied young men being taken off to fight distant enemies with whom they had no quarrel by authorities with whom their quarrel was limitless. They resented the fact that the conscription decree was implemented by bourgeoisie from the local towns who were themselves exempt from military service because of the public offices they held.’

[William Doyle, a British revisionist historian, writing in *The Oxford History of the French Revolution* (1989)]

Source C

‘The National Convention, believing that in a free country each citizen owes his duty to the welfare of the republic, decrees as follows: Commissioners are authorized to take whatever measures they consider necessary to make up contingents of 300,000 men, and even to seek out all citizens capable of bearing arms.’

[Taken from the Decree establishing Representatives on Mission (9th March 1793)]

Source D

‘Robespierre has gone. On the 9th an attack on him was led by Tallien, whose head was almost touching the guillotine. Robespierre called for the floor in order to reply; he called us all assassins because the floor was given to another first, for he was to have it next. His brother joined with him. The assembly already very irritated, enacted the decree for his arrest.’

[From an account of the fall of Robespierre, in the personal journal of Dyzez, a deputy to the Convention who was hostile to Robespierre (29th July 1794)]

Source E

[A contemporary Republican print showing the siege of Lyon by the armies of the Republic (August 1793)]

- (a) Compare Sources A and B. How do Sources A and B show contrasting views of why disturbances broke out in the Vendée? [8]
- (b) Study Sources C and D. How reliable are Sources C and D as evidence to an historian studying the conduct of government during the Terror? [16]
- (c) How useful are the sources to an understanding of the Terror and the Thermidorians? [24]
(You are advised to use in your answer relevant background knowledge as well as information derived from the sources.)