



GCE MARK SCHEME (LEGACY)

SUMMER 2016

**HISTORY - UNIT HY2
DEPTH STUDY 7**

THE FRENCH REVOLUTION c. 1774-1795

1232/07

INTRODUCTION

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

HISTORY MARK SCHEME
UNIT HY2
DEPTH STUDY 7
THE FRENCH REVOLUTION c.1774-1795

Part (a)

Distribution of marks within each level for part (a), explaining the weighting for each assessment objective.

| | AO1 | AO2a | Total |
|----------------|------------|-------------|--------------|
| Level 1 | 1-2 marks | 1-2 marks | 4 |
| Level 2 | 3-4 marks | 3-4 marks | 8 |

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1; AO2a

Total mark: 8

Focus: *Recall, selection and deployment of appropriate historical knowledge in context; evaluation of source material*

| Level | Mark | Descriptor |
|--|------|--|
| Award 0 for incorrect or incomplete answers. | | |
| 1 | 1-4 | <p>Generally for this level, candidates will recall some historical knowledge. They will show some evidence of understanding of the named issue. They will comprehend and extract some information from the source. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-2 marks <i>Material seen is brief or very limited in scope; use of source is limited to comprehension; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 3-4 marks <i>Limited historical knowledge is deployed; use of source is limited to comprehension and extraction; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p> |
| 2 | 5-8 | <p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show sound evidence of understanding of the named issue. They will analyse and evaluate the source material in its historical context. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 5-6 marks <i>Mostly relevant historical knowledge recalled and selected; some analysis of both content and authorship of source; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 7-8 marks <i>Relevant historical knowledge recalled and selected; sound analysis of source and its context; answer is clearly expressed answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> |

INDICATIVE CONTENT FOR PART (a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(a)

What does the author of Source E mean by the phrase 'We urge you lovingly not to support these changes'?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the context is the pressure put on Louis XVI not to support the Civil Oath which all priests were required to take to attest their approval and acceptance of the changes made by the Civil Constitution of the Clergy. The CCC and the oath compelled ordinary Frenchman to indicate their approval or not of the changes brought about as a result of the revolution in this key area of policy – namely religion.
- the Pope was very keen to preserve the status quo in terms of relations between the papacy and the French state so his intervention was clearly calculated in the context of the proposed change to bring pressure to bear on the clergy and Catholics. As the attribution indicated this was a Papal Bull and would therefore have been a public declaration of the Pope's position.
- some discussion of the role and motives of the Pope could be expected – given his clear desire not to see his authority diminish in France and also the loss of revenue, the changes would result in one of Catholic Church's richest countries.
- the Pope's motive in this Bull would almost certainly be to encourage Catholics (both priests and the laity) to reject the religious changes made by the National Assembly

QUESTION: 2(a)

What does the author of Source C mean by the phrase 'his conduct is a perpetual act of disobedience to France'?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the context of the petition is the ever increasing disillusionment of the *sans-culottes* with the King and the suspicions that he was less than fully committed to the war and appearing to side with the counter-revolutionaries. The petition would have been debated and drafted in open session in one of the Sections of Paris.
- the phrase would appear to suggest that among the *sans-culottes*, Louis is viewed with deep suspicions. This is due partly to the belief that he would be willing to see France lose the war so that his former powers could be re-instated by the Prussians and the Austrians, and also that he is in league with the counter-revolutionaries. His brothers were among the most high profile émigrés who were active in supporting and promoting the counter-revolutionary cause. Louis had displayed in the past a reluctance to support measures against counter-revolutionaries and had used his power of veto.
- the position adopted by the petition, and thereby the *sans-culottes* activists, is that Louis was untrustworthy and less than fully committed to actively prosecuting the war. The source reflects the views of those most passionately committed to the revolution.

Part (b)

Distribution of marks within each level for part (b), explaining the weighting for each assessment objective.

| | AO1 | AO2a | Total |
|----------------|------------|-------------|--------------|
| Level 1 | 1-3 marks | 1-5 marks | 8 |
| Level 2 | 4-6 marks | 6-10 marks | 16 |

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1; AO2a

Total mark: 16

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of source material to discuss importance / significance

| Level | Mark | Descriptor |
|--|------|---|
| Award 0 for incorrect or incomplete answers. | | |
| 1 | 1-8 | <p>Generally for this level, candidates will recall and select limited historical knowledge. They will show some understanding through explanation and analysis of the named issue. They will comprehend and extract information from the sources in relation to the historical enquiry. Candidates will convey meaning with some clarity, although expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; very limited attempt to consider the importance / significance of the named issue; only comprehends and extracts from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; weak attempt to assess the importance / significance of the named issue; comprehension of source material with limited analysis and evaluation; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p> |
| 2 | 9-16 | <p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will give sound explanation of the importance / significance of the named issue. They will analyse and evaluate the source material in relation to the historical enquiry with a degree of discrimination. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the significance / importance of the named issue; valid but incomplete analysis and evaluation of the content and authorship of the sources; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; full explanation of the significance / importance of the named issue; appropriate analysis and evaluation of both the content and authorship of the sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> |

INDICATIVE CONTENT FOR PART (b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(b)

How significant were fears of military defeat in causing the September massacres of 1792?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the significance of fears of military defeat in causing the September massacres of 1792. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the significance of fears of military defeat in causing the September massacres of 1792. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- Source A suggests that the invasion by Prussia caused a great deal of anguish in Paris to the extent that a large number of citizens took up arms and sped to the frontier to confront the invaders. A large group of those who remained behind and organized themselves to go to the prisons with the intention of killing those who posed a potential threat to the revolution. The context of this source is the attempt to explain why the action by those who remained against the prisoners was necessary.
- Source B is taken from one of the leading British newspapers of the time – *The Times* - which was widely read by the British upper classes. It notes the need to go and defend the frontiers but also suggests that the prisons needed to be purged of France's internal enemies – a so called fifth column in the prisons of the capitol. The tone of the source is rather critical of the action. This is aptly captured in the last sentence of the source.
- both sources provide insights into why the massacres occurred and there is a degree of support which link the action to the perceived threat to the city from the advancing Prussians. While Source A is from the perspective of the Jacobins who were fiercely pro-republican, Source B is adopting the critical reaction of a foreign paper representative of the interests of the propertied and privileged classes.

QUESTION: 2(b)

How significant was the role of Marie Antoinette in bringing about the fall of the French monarchy?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the significance of the role of Marie Antoinette in bringing about the fall of the French monarchy. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the significance of the role of Marie Antoinette in bringing about the fall of the French monarchy. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- Source A is an extract from a report written by a British diplomat in Paris. Daniel Hales discusses the ways in which Marie Antoinette can exert an influence on politics. His most telling piece of analysis focuses on the King and the power that she has over him. He suggests that the influence on internal affairs is great but that on foreign policy is more indirect. The source is taken from a secret report written by Hales for the British foreign secretary, Lord Carmarthen. As such it should be considered to be an accurate assessment for the British government of Marie Antoinette's influence.
- Source B appears to lean in the same direction in that it shows the level of hostility towards the Queen for the way she is supposed to have exhausted the treasury to satisfy her extravagant demands. Yet in reality the source argues that such views are wicked and the result of deep prejudice. The extract is taken from a memoir published decades after her death a close friend. It could be concluded that this is an attempt to rewrite the history of those times.
- the sources are from widely differing perspectives. The report written by Hales for the benefit of the British Government would need to be accurate as it would help inform the government on how to frame future policy. Source B is an attempt to whitewash the reputation of Marie Antoinette decades after the revolution has ended, by a former friend. While the first would need to be accurate, the second would not. However both authors agree that the role of Marie Antoinette was very significant in bringing about the fall of the monarchy in France.

Part (c)

Distribution of marks within each level for part (c), explaining the weighting for each assessment objective.

| | AO1 | AO2a | AO2b | Total |
|----------------|------------|-------------|-------------|--------------|
| Level 1 | 1 mark | 1-2 marks | 1-5 marks | 8 |
| Level 2 | 2-3 marks | 3-4 marks | 6-9 marks | 16 |
| Level 3 | 4 marks | 5-6 marks | 10-14 marks | 24 |

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (c)

Target: AO1; AO2a; AO2b

Total mark: 24

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of how aspects of the past have been interpreted and represented in different ways

| Level | Mark | Descriptor |
|--|------|--|
| Award 0 for incorrect or incomplete answers. | | |
| 1 | 1-8 | <p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Awareness of different interpretations will be very limited. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; extracts material from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; comprehends and extracts from source material with limited analysis and evaluation; shows some awareness of the interpretations of the issue in the sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p> |
| 2 | 9-16 | <p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. They will show an understanding of different interpretations. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some appropriate analysis and evaluation of source material; shows awareness of different interpretations of the issue; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of source material; sources used to support argument; shows awareness of different interpretations of the issue; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p> |

| | | |
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| 3 | 17-24 | <p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination. They will use the sources appropriately to support arguments. They will show an understanding of how aspects of the past have been interpreted in different ways. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-20 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; convincing analysis and evaluation of source material with sources used to support argument; shows how the issue has been interpreted in different ways; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 3: 21-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of source material with sources used to support argument; shows clear awareness of different interpretations of the issue; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> |
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INDICATIVE CONTENT FOR PART (c)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(c)

Do you agree with the interpretation that the Assembly of Notables was responsible for bringing about the outbreak of the Revolution?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgment on the interpretation that the Assembly of Notables was responsible for bringing about the outbreak of the Revolution. Some of the issues to consider may include:

- candidates are invited to enter into a debate on the extent to which the Assembly of Notables was responsible for bringing about the outbreak of the Revolution. Candidates should be able to consider whether this interpretation is valid and supported or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source.
- Source D is the view of a highly respected academic historian writing in a major work which focuses on the fall of the French monarchy. Munro Price is a well-regarded historian who suggests that the opposition of the Assembly of Notables left Louis disorientated and increasingly detached from day-to-day politics.
- Source C is taken from the official record of debates of the Assembly of Notables and records in a rather terse way the decision to reject the King's proposal for a land tax as being outside their remit – 'vastly exceeding its power' is the phrase the record uses. This evidence does not support the interpretation in the question.
- answers will discuss the standpoint of each author. The author of Source D, Munro Price, is a leading academic who has sought to explore and research very carefully the factors behind the fall of the French monarchy, his undoubted commitment to rigorous academic research would render his interpretation valid.
- Source C, has been taken from the official record of the debates of the Assembly of Notables which were drawn up and produced contemporaneously with the meeting of the Assembly. As such it is reasonable to assume that they were accurate in recording the failure of the Assembly to meet the demands made of it by the King.
- candidates will consider alternative interpretations that there were other factors at play in contributing to bringing the outbreak of the Revolution. The ideas of the *philosophes* had helped undermine the solidity of the *ancien regime* and offered a critique which the bourgeoisie were drawn to thereby offering some impetus to bring about a revolution. There were issues relating to the structure of society and the demand for greater inclusion of other important groups. Taxation was a central issue and this was related to the way French society had evolved during the *ancien regime*.

QUESTION: 2(c)

Do you agree with the interpretation that the *sans-culottes* were mainly responsible for the overthrow of the monarchy in August 1792?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgment on the interpretation that the *sans-culottes* were the main reason in overthrowing the monarchy in August 1792. Some of the issues to consider may include:

- candidates are invited to enter into a debate on the reasons for the overthrow of the monarchy in August 1792. Candidates should be able to consider whether this interpretation is valid and supported or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source.
- Source D suggests that although the reforms which had been made since 1789 were in general warmly received there were very deep suspicions surrounding the motives of the King. He was suspected of being secretive and of conspiring with the Austrians. The historian sees the *sans-culottes* as crucial in stirring up suspicion.
- Source C suggests that Louis was the chief link in the counter-revolutionary chain and that he was willing to participate in the plots of Pillnitz. The belief was that he had separated his interests from those of his country. This evidence supports a different interpretation of the overthrow of the monarchy.
- answers will discuss the standpoint of each author. The author of Source D is a highly respected academic historian who is a leading authority on the French Revolution – Georges Lefebvre. The author is a Marxist historian and it might be considered that his support for the *sans-culottes* is somewhat less than partial. The views are produced in a book aims covering the period. The author of Source C is unknown as the source is a petition drawn up by the Paris Sections and reflecting the views of the *sans-culottes*.
- the sources lay emphasis on similar aspects namely the role of the *sans-culottes* and also focus on the suspicions surrounding the King which can be considered as a perennial view of the *sans-culottes*.
- candidates will consider alternative interpretations about what else might have contributed to the overthrow of the monarchy such as the war and the disastrous showing by the French in the military campaigns.

Part (d)

Distribution of marks within each level for part (d), explaining the weighting for each assessment objective.

| | AO1 | AO2a | AO2b | Total |
|----------------|------------|-------------|-------------|--------------|
| Level 1 | 2 mark | 1-6 marks | 1-2 marks | 10 |
| Level 2 | 4 marks | 7-14 marks | 3-4 marks | 22 |
| Level 3 | 6 marks | 15-20 marks | 5-6 marks | 32 |

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (d)

Target: AO1; AO2a; AO2b

Total mark: 32

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of a range of source material with discrimination

| Level | Mark | Descriptor |
|--|-------|--|
| Award 0 for incorrect or incomplete answers. | | |
| 1 | 1-10 | <p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; only comprehends and extracts from some of the nominated sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 5-7 marks <i>Limited historical knowledge is demonstrated; comprehends and extracts from the nominated source material; shows some awareness of the limitations of the given sources; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 8-10 marks <i>Limited historical knowledge is applied; comprehends and extracts from source material with weak analysis of each of the nominated sources; offers a very limited judgement on utility of sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p> |
| 2 | 11-22 | <p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 11-14 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers a limited judgement on utility of sources; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 15-18 marks <i>Accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers an appropriate judgement on utility of sources; there will be some attempt to place the sources in the context of the depth study; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 19-22 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of nominated source material; there will be some attempt to place the sources in the context of the depth study; offers a clear judgement on utility of sources; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p> |

| | | |
|---|-------|---|
| 3 | 23-32 | <p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination and in relation to the historical context. They will use the sources appropriately to support arguments. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 23-25 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; mostly appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of some of the sources; there will be a clear attempt to place the sources in the context of the depth study; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 26-29 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of all of the sources; there will be an obvious attempt to place the sources in the context of the depth study; answers will be largely coherent, fluent and well-organised. with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 30-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; there will be a sustained focus on dealing with the sources in the context of the depth study; offers a sustained judgement on utility of sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> |
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INDICATIVE CONTENT FOR PART (d)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(d)

How useful are Sources B, E and F in understanding the development of the French Revolution to 1792?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with the development of the French Revolution to 1792. Some of the issues to consider may include:

- the sources are useful in touching upon some of the issues which contributed to the development of the Revolution, including areas such as the September Massacres (Source B) the response of the papacy to the religious changes of 1791 (Source E) and a print based on the Flight to Varennes (Source F)
- Source B is useful as it offers an outside perspective on events taking place in Paris concerning the September Massacres. *The Times* reflects the views of the upper classes in Britain and the tone – ‘mob’, ‘indiscriminate’, ‘massacred’ ‘hapless victims’ leaves little doubt as to where they stood. Source E is a papal response to the Civil Constitution of the Clergy and the Clerical Oath. Source F is a pro-revolutionary print which mocks Louis and the Royal family for attempting to flee the country
- the sources provide the views a foreign paper, (Source B), the Papacy which was far from impartial where confronted by the loss of its power (Source E), and a contemporary print which is clearly mocking the flight of Varennes and alludes to it as the work of the devil aided by the church (Source F). All in their way provide useful insights but also are far from being impartial commentators. The historical context should be discussed.
- there will be some discussion of the wider range of sources that could be of use in understanding developments in France during this period, and the narrowness of the range and type of sources selected for this enquiry, such as the key changes made particularly in relation to the origin and course of the revolution. There is nothing on how the structure of the *ancien regime* or the work political dynamic within the National Assembly. While the events relating to feudalism are mentioned there is nothing substantive about the work of the National Assembly and how it re-shaped France. Events which helped shape republican attitudes are also absent.

QUESTION: 2(d)

How useful are Sources B, E and F in understanding the development of the French Revolution to 1792?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with the development of the French Revolution to 1792. Some of the issues to consider may include:

- the sources are useful in touching upon some of the issues which contributed to the development of the Revolution, such as perceptions of Marie Antoinette (Source B), the Champ de Mars massacre (Source E) and a view of the Jacobin Club (Source F).
- Source B is useful as it highlights the way certain sections of French Society viewed the Queen although it is very much a defence of Marie Antoinette from her friend many years after she has been executed. Source E is a letter written by Madame Roland following the Champ de Mars Massacre critical of the authorities particularly the National Guard, while Source F is a pro-Jacobin image which is designed to reinforce the view that the club is a haven for those interested in political debate.
- the sources provide the views of contemporary observers who are far from being impartial – a close friend of the late Queen, a leading Girondin supporter and a pro Jacobin print. These should be evaluated as authors in the historical context.
- there will be some discussion of the wider range of sources that could be of use in understanding developments in France during this period, and the narrowness of the range and type of sources selected for this enquiry, such as the nature of the financial problems which beset the country, the impact of the Philosophes, key events such as the Flight to Varennes, the overthrow of the Monarchy. There is nothing which suggests why the revolution drifted into war.

The French Revolution c. 1774-1795