

Teacher Resource Bank

GCE History

Candidate Exemplar Work (June 2009):

- HIS1F: France in Revolution, 1774–1815



The following responses are not 'model' answers, nor are they indicative of specific overall grades, but are intended to illustrate the application of the mark scheme for this unit. These responses should be read in conjunction with the HIS1F Question Paper, Sources Booklet and Mark Scheme.

Copies of the paper and are available from e-AQA or the AQA History Department.

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AQA GCE History Teacher Resource Bank Commentaries on June 2009 AS answers

General Introduction by the Chief Examiner

The first June examination series for the new AS specification saw some excellent examples of well prepared candidates who were able to demonstrate their breadth of knowledge and depth of understanding by addressing the questions set directly and efficiently. Sadly, it also suggested that, whilst some candidates knew the material quite well, they struggled to apply it successfully to the questions asked. At the lowest end, there were, of course, some candidates whose knowledge let them down, but even these might have been able to achieve more highly had they thought more carefully about each question's demands.

The importance of timing for both Units needs to be stressed. In Unit 1 candidates should allow themselves approximately 12 minutes for the first part question and 25 minutes for the second. In Unit 2, they could spend 15 minutes on the first part question and 30 minutes on the second, but they are likely to need slightly longer for the source question. Good time keeping is essential in any examination. No matter how successful the answer to the first part question, an incomplete second part question will always mean a loss of marks (notes receive limited credit).

These commentaries are intended to help teachers and candidates to understand the demands of each question type and consequently to encourage students to perform at the highest level of which they are capable. Please note that errors relating to Quality of Written Communication (of spelling, syntax, etc.) have been reproduced without correction. Please note that the AQA convention for question numbering will be changing as from the June 2010 examination papers. Examples of the new format for question papers can be found elsewhere in the Teacher Resource Bank.

Unit 1

The first part of each question in Unit 1 (those questions labelled 01, 03 and 05 in the new numbering style from June 2010) asks candidates to 'explain why' an event, issue or development came about. The best candidates answered this question, not only with a selection of reasons (and a minimum of three well-explained reasons was expected for Level 3/4), but also by showing how those reasons linked together. This is essential to meet Level 4 criteria and can be achieved by prioritising, differentiating between the long and short-term factors, or showing how different categories of reasons, such as political, social and religious inter-link. It is not, however, enough to simply assert that the links exist – they also needed explaining.

Candidates who only performed at Level 2 often wrote too descriptively, whilst many achieved a good Level 3 by offering a range of relevant and clearly explained reasons but failing to make any links between them. As the exemplars demonstrate, answers did not need to be long but they had to be effectively focused and directed to achieve good marks.

The second part of each question (those questions labelled 02, 04 and 06 in the new numbering style) asked for a response to a question beginning 'how far, how important or how successful'. Each question stem invited candidates to offer a balanced response and this was the key to an award at high Level 3, 4 or 5. Most answers which achieved only a Level 2 or a low/mid-Level 3 mark contained too much description, were excessively one-sided or lacked depth and precision in their use of examples. Some candidates also failed to address the full question set, often

by ignoring starting or finishing dates. To achieve the higher levels, candidates needed to balance one side against another. For example, a question asking how far 'X' contributed to 'Y' demanded a consideration of the importance of other factors which also contributed to 'Y'. Sometimes questions, particularly 'how important' questions (e.g. how important was 'X' in bringing about 'Y?'), could be balanced by considering the ways in which 'X' was important as opposed to the ways in which it was not, rather than introducing 'other factors'; either approach was equally legitimate. The crucial test of an answer was, therefore, the degree to which the candidate was able to argue the issue and how well that argument was supported by accurate and precise evidence. The best answers at Level 5 managed to sustain a focus and convey convincing individual judgement.

Unit 2

The first part of question 1 (labelled 01 in the new numbering style from June 2010) asks students how far the views in two given sources (A and B) differ, in relation to a given topic. Perhaps the most common error was to waste time writing a paragraph or more about the source content before addressing differences. Levels were awarded according to how well candidates identified and explained differences of **view**. This was not simply an exercise in source comprehension, so such answers received an award of only Level 1/2. Contrasting 'views' required students to go beyond the mere words of the sources or their omissions, and to assess 'how far' the sources differed required some awareness of the degree of **similarity** they contained. To meet the full demands of the question and obtain an award at high level 3/4, candidates also needed to introduce some contextual own knowledge to explain the differences and similarities identified – possibly (but not necessarily) referring to provenance when it helped the explanation, and, more often, explaining references in the sources and drawing on their contextual knowledge to account for differing views.

In the second part of question 1 (labelled 02 in the new numbering) candidates were asked to answer a question beginning 'how far, how important or how successful' with reference to the sources as well as their own knowledge. The best answers to these questions maintained a balanced argument (as explained for Unit 1 above) and the information given in the sources was used in support of that argument. Poorer answers tried to address the sources separately – at the beginning or end of the answer, or sometimes as an asterisked afterthought. Those who omitted them altogether could not obtain more than top Level 2. Whilst the main criteria for the higher levels was the degree of argument, the precision of the evidence and the judgement conveyed, in addition to these, good source use could ensure that students were placed higher in a level than those who used the sources in a perfunctory way. Source use needed to be explicit, and the best candidates appreciated that Source C was provided to give further ideas and/or information that was of direct relevance to this question.

In questions 2 and 3 (03/04 and 05/06 in the new numbering) candidates were asked to respond to an 'explain why' question – on which comments will be found under the Unit 1 commentary above – and a short, provocative quotation about which they were invited to explain why they agreed or disagreed. The demands here were similar to those for the second part of Unit 1 (b) questions. In adopting a view about the quotation, candidates were expected to examine the opposing arguments in order to reach a balanced judgement on the extent of their agreement/disagreement.

Sally Waller Chief Examiner December 2009

GCE History HIS1F: France in Revolution, 1774–1815

Responses to June 2009 Questions

Candidate 1

- 1 (a) Explain why the Civil Constitution of the Clergy provoked opposition within France in the years 1790 to 1791. (12 marks)

The civil constitution of the clergy was passed to remove exterior influences from the governance of France. It stated that all land owned by the church would become state controlled, and French priests would be paid by the state and all church law (probate, moral, divorce) would be controlled by the government. It left Rome controlling only the Doctrine of the Church which clearly angered the Pope and prompted him to issue uncooperatory orders to all French priests.

One of the key reasons that this constitution created and provoked opposition was that it challenged a long standing tradition and caused moral dilemma for numerous citizens. They could support the constitution and become good citizens of France or they could oppose it and remain loyal to Rome. examples of this can be found by looking simply at the King, Louis XIII. The religious settlement had gone against everything he believed and so took sacrament from non-juror priests.

Another cause of tension was the apparent attack on regional identities that had been closely tied to religion. Areas such as the Vendée grew increasingly antirevolutional so they saw it as a tool by which Paris had removed their beliefs.

Thirdly, the Civil constitution created the start of the counterrevolution movement. Priests unwilling to sign to the constitution, (non-jurors) preached messages of hate about the revolution, warning people not to jeopardise their mortal souls by supporting it.

In conclusion the Civil Constitution of the Clergy provoked immense tension by giving French citizens a reason to deny the revolution. It also surfaced the clear schisms that were being created between Paris and the other regions, who were becoming disillusioned by a revolution they had initially supported.

Principal Examiner's Comments

This answer gives three, clearly set out reasons as to why the Civil Constitution of the Clergy provoked opposition and each is well explained:

- *It challenged tradition and provoked a moral dilemma*
- *It imposed a centralisation that was resented*
- *It threatened religious beliefs and led some priests to encourage anti-revolutionary sentiment*

There is a concluding paragraph which provides an 'overall' (summative) reason – 'a reason to deny the revolution' showing some depth of understanding in the linkage of the factors. The depth of understanding shown and the drawing together of factors in a conclusion has led to an award at Level 4 - 12 marks.

Candidate 2

- 1 (a) Explain why the Civil Constitution of the Clergy provoked opposition within France in the years 1790 to 1791. (12 marks)

in 1790, the NCA created a law called the Civil Constitution of the Clergy, this law made the clergy take an oath to swear their allegiance to the country, breaking away from the pope. The pope condemned the law, and anyone that signed it, because of this many priest retracted their oath, leaving only seven priests and slightly more priests loyal to their country. The rest of the clergy became known as non-juring or refractory preists. The civil constitution of the clergy removed the church from the state meaning that the church could no longer provide poor relief, education or medicine to the people. One reason for this was that the constitution removed the right to collect tithes. This was disasterous for the church as most of their income came from the tithes, which was a tax collected for renting church land.

The constitution also provoked opposition as for many peasants, the church was at the centre of their life, many believed that they would be sent to hell as the church was separated and the pope had condemned the constitution. As a result, many were in fear of what might come in the future for them.

Principal Examiner's Comments

This begins with a description of what the Civil Constitution was – and makes a fundamental error suggesting that it 'removed the Church from the state' when in fact it did the reverse. However, the final paragraph mentions two reasons for opposition – one of which picks up and develops a reason alluded to at the beginning of the answer.

Overall, it is rewarded for the 2-3 reasons it gives, but weakened by poor expression, lack of clarity and error. The QWC is weak. It received a mark of 5 in Level 2.

Candidate 3

- 1 (b) How successful was the National (Constituent) Assembly of 1789 to September 1791 in its attempts to reform French government and society? (24 marks)

From the period of 1789 to September 1791 the newly formed National Assembly introduced a number of reforms in order to try to reform French government and society. Historians debate as to exactly how successful reforms such as the August Decrees (26th August 1789) were, however evidence suggests that there certainly was significant change to both government and society resulting from such reforms.

During a period of uprisings and disturbances in the provincial regions of France between the 26th July and the 6th August, known as the 'Grand peur' (great fear), in which châteaux of the nobility were attacked as peasants searched for legal documents ('Terriers') that stated nobles rights over peasantry living on their land and records of tax collected, tithes (grain) barns were also attacked due to poor harvests in 1787, 1788 and 1789, peasants were starving and could no longer afford bread. After these events took place, an extraordinary event took place, in which the Assembly voted to completely denounce all feudal dues, this is known

as the 'Great Surrender' or August Decrees, and led to the creation of several other reforms. A Marxist historian would see this event as being an example of the lower classes exerting power over the Nobility, the event was an example of class conflict in which the peasants exerted their power in the provinces through rioting and the bourgeois members at the Assembly exerted their power through legislation. This event and reform was clearly massively significant as it put an end to much of what the Ancien Regime had stood for in France and the revolution was gathering force.

The August Decrees can be attributed partially to the creation of a document (largely drawn up by Lafayette) known as the 'Declaration of the Rights of Man and of the Citizen'. This stated "man is born free, and remains free". Many of the fundamental ideas of the document can be taken from the writings of the Enlightenment thinker Rousseau, who wrote "man is born free, but everywhere is in chains". This new declaration of the rights of man and the citizen was designed to bring greater equality to French society, and was a complete change from the ways of the Ancien Regime. There was to be freedom of speech, an end to censorship, the right to fair trial for everyone and a fairer system of taxation.

The National Assembly made several other reforms mainly in administration, law and finance. Firstly France was split into 83 départements, and local councils were set up in order to try and make France more efficient. Taxation was handled with greater accuracy and equality by each council and local law courts were established to ensure fair trial. In 1791 church lands were nationalised in an attempt to raise money the government attempted to sell this land by creating a new currency known as the Assignat, however this was a failure as too many were printed, leading to inflation.

Although successful in some areas, as there was now greater equality in society, mainly thanks to the 'Declaration of the Rights of Man and of the Citizen', government was reformed as the new constitution was created, crucially France still had severe economic problems, that although addressed by reform (more efficient tax) were not solved, showing that although successful in some areas, there were some flaws in the reforms.

Principal Examiner's Comments

This answer takes some time to get underway, with a general introduction (which only mentions one reform – the August decrees) and unnecessary time spent establishing the context from which the National Assembly emerged. The August decrees are referred to at some length but the focus is not on an assessment of their success and the emphasis is far more on why they were introduced than on their effect. Other reforms are briefly addressed, but in quite a descriptive way. It is not until the final paragraph that the candidate makes a direct attempt to answer the question with a hint that some of the reforms were not as far-reaching as they might have seemed.

This answer was limited by its failure to show specific knowledge of the new constitution that was drawn up over these years and its limited range of both reforms and comment. It presents information rather than arguing a case for success or otherwise and is therefore limited to Level 2 – although placed at the top of the level because of the slightly better detail towards the end, a mark of 11.

Candidate 4

- 1 (b) How successful was the National (Constituent) Assembly of 1789 to September 1791 in its attempts to reform French government and society? (24 marks)

The National Constituent Assembly renamed on July 9th after the tennis court oath, they swore to bring about reformation and a new constitution to a highly imbalanced society.

After the gaining of power and formation of government the National Assembly formed a series of radical reforms to strengthen the revolution. Politically they sought to reduce the opportunity and chances of the King reclaiming power so one of the first reforms was to decentralise government. France was divided into departments, each of them consisting of communes; the communes were grouped into cantons and in each the Assembly installed a local council elected by the people of that canton to deal with the work in that area such as taxation. However, this decentralisation was far from perfect as the revolution had been for the people (whom according to Sieyès were the nation) yet universal suffrage was not introduced and instead the system was based on 'Active' and 'Passive' citizens, effectively discriminating in accordance to how much tax each citizen paid. Many welcomed the reform but many extremists did not believe it went far enough in the political clubs such as the Cordeliers and Jacobins.

Further still the Assembly completely reformed the tax system with the removal of direct taxes such as the *taille*, indirect taxes such as the *gabelle* and the church tax, the *tithe*. They sought to remove feudal dues yet insisted the peasants pay reparations for those lost dues meaning the peasantry effectively had to buy their way out of taxes. The new tax system was that of four taxes on movable goods, produce etc. which did effectively shift the tax burden from the producer to the consumer yet the system was flawed. When it came to taxation of land and wealth the Assembly had no way of judging how much everyone should pay as it no longer had the finances to hire people to evaluate so they had to refer to the old system of the *ancien régime* meaning people in some areas paid almost 25% tax whilst in others it was as low as 5% causing departmental divides and often open opposition. One of the most successful reforms was the legal system in which the *ancien* system was swept away and no longer did the land play judge, jury and executioner and the King's *lettres de cachet* which allowed imprisonment for any reason was abolished. The new system introduced a justice of the peace in each constituent who dealt with minor cases. More serious ones were dealt with in regional courts and civil courts who introduced the British system of a jury to judge guilt. However the system did face problems with laws such as that of *Le Chapelier* law which sought to introduce equality by banning guilds, trade unions and strikes. This meant anyone could legally join any profession however very few other than the bourgeoisie were educated enough to do this.

In conclusion radical reforms were introduced in all aspects of society, legally, governmentally, financially and many more and they did provide a foundation for a much more equal society, so they were successful, they did however seem to favour the bourgeoisie as they were now running the country, so the reforms had much farther to go still.

Principal Examiner's Comments

Although this answer suffers from weaknesses in spelling and grammar, it

addresses the question directly and explains and evaluates a number of reforms including administrative division, the suffrage, taxation and feudal dues and the legal system. It also considers areas where there were no successful reforms – such as employment law and the absence of trade unions.

It is therefore a balanced answer with a fair range of evidence and, together with a well-directed conclusion which shows an understanding that the reforms benefited the bourgeoisie more than other classes, it reaches the standard expected for a top Level 4 - 21 marks.

Candidate 5

2 (a) Explain why the September Massacres broke out in 1792. (12 marks)

The September Massacres broke out due to the prisons in Paris were almost full. In them were enemies of the revolution such as reactionary priests and those that were in support of the monarchy. Rumours spread across Paris amongst the Sans Culottes and the people that the prisoners were plotting to escape and kill the defenceless population as they wanted to overturn the revolution. The Sans Culottes then went around Paris on the 5 July for 5 days and killed half the prisoners in Paris. They killed 1100 to 1400 and only a quarter of them were enemies of the revolution. This showed the brutality of the Sans Culottes as it only happened because of fear of the revolution being overturned by a counter revolutionaries coming back, meaning these that had become part of the revolution would be killed, thus due to rumours they went out and created a blood bath killing the prisoners totally and prevent this happening to protect the revolution and therefore themselves.

Principal Examiner's Comments

This gives a range of reasons for the September massacres:

- *Prisons were full of enemies of the revolution such as refractory priests*
- *Rumours of prisoners plotting to escape and kill Parisians*
- *Brutality of the sans culottes*
- *Fear of counter-revolutionaries (essentially repeating earlier point)*

However, there is no development of these ideas, and any links between them are incidental and implicit rather than deliberate. There is no specific attempt, for example, to show relative importance or long-term/immediate causes. (Crucially the importance of the war has been omitted which might have led to the latter approach.) Consequently, this answer is deemed worthy of a top level 3 mark of 9 – but no higher.

Candidate 6

- 2 (b) How successful was the Terror in responding to counter-revolution within France by July 1794? (24 marks)

The terror, orchestrated by the convention as well as the CPS had almost finished by July, when the Thermidorian Reaction ensured the execution of Robespierre and 21 others on the 28th July 1794.

The two committees established were the 'Committee of General Security (the GS) and the Committee of Public Safety (the CPS). The CPS was run by 13 people, however Robespierre was the most influential. He was unable to sit on the Convention because he was a member of the Legislative Assembly who had decreed upon self denying ordinance. These two committees were responsible for much of the Terror that lasted until 1794. In its early phases, the terror was known as the anarchic terror, but the introduction of the Law of Suspects and the Law of Prarial (which made action against the government or revolution, even through lack of cooperation illegal) started the Great Terror, which D. G. Wrigh observes made the Terror the "spastic policy of government." This unorthodoxy made the Terror more pronounced.

The rising of the Vendee in March 1793 marked the first concerted mass action against the revolution and was dealt with by a spate of mass executions, often by drowning (including monks and nuns, tied together in ironic wedlock, drowned underwater in boats).

If the early Assemblies are to be believed the failures of France during the war was as a result of counter-revolutionaries within Paris passing secrets to the Austrians. By 1794, however, the war had taken an improved position for France and victories had been made against the Austrians, with France having restored its own borders. The Convention accounted these victories to the success of the revolution and the eradication of the "enemy within" (as Robespierre and other Jacobins referred to counter revolutionaries.) However, revisionist historians would observe that the victories were more to do with the rearmaments of the armies, with ideas such as the amalgam and a meritocracy being established in the army, with generals been elected.

Robespierre would have cited the execution of Hébert and many of his followers in March 1794 as well as Danton and Desmoulin as a successful step forward as he saw them as enemies of the revolution. The execution of the Herberists silenced the Sans-Culottes as a political force and received almost no political outcry, indicating his view may be popularly held. By defeating the 'enemy within' and improving the war effort, Robespierre and the CPS made themselves a movement which helped end the Terror.

However, revisionist historians would observe that the White terror followed the execution of Robespierre and the Directory faced a constant threat from Monarchist, indicating that the Terror did not eliminate counter revolutionary threat. Historians disagree about the extent to which the terror eliminated counter-revolutionary threat because contemporaries disagreed.

Principal Examiner's Comments

This answer displays an impressive understanding of the factors which helped the

Terror to rid France of counter-revolution and balances these against other relevant factors. The knowledge displayed is clear and specific, for example the importance of the Law of Suspects and the Law of Prairial is addressed. The relative importance of the instruments of the Terror and the war in crushing counter-revolution in the Vendée are examined and the part played by Robespierre and the executions of Hébert, Danton and Desmoulins are considered. There is a particularly impressive sentence which refers to the 'silencing of the sans culottes as a political force' as an indication of the success of the Terror. Finally, the essay considers what followed and uses the example of the White Terror to indicate that the terror did not fully eliminate the counter-revolutionary threat.

Although it would have been good to see still greater individual judgement here, and less reliance on what historians might say (i.e. the historiography would have been better incorporated into a personal argument rather than simply described), this is a knowledgeable answer which displays sufficient conceptual depth to be worthy of an award at level 5 – 22 marks.