



General Certificate of Education

AS History 1041

Unit 1: HIS1F

France in Revolution, 1774–1815

Mark Scheme

2010 examination – January series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level candidates. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Candidates who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which candidates meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a candidate performing at the highest AS level is already well prepared for the demands of A2.

CRITERIA FOR MARKING GCE HISTORY:

AS EXAMINATION PAPERS

General Guidance for Examiners (to accompany Level Descriptors)

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that candidates might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other candidates' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Candidates should never be doubly penalised. If a candidate with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a candidate with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

January 2010

GCE AS History Unit 1: Change and Consolidation

HIS1F: France in Revolution, 1774–1815

Question 1

- (a) Explain why the Assembly of Notables met in February 1787. (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why the Assembly of Notables met in 1787.

Candidates might include some of the following factors:

- the failure of successive finance ministers to solve the problems of mounting royal debt. Calonne (Controller-General since 1783) could no longer obtain loans and informed the King of imminent bankruptcy in August 1786. The decision (in December) to call an Assembly of Notables was an attempt to gain approval for a new single land tax

- an Assembly of Notables was deemed necessary as Calonne's proposals involved the taxation of all landowners, including the clergy, for the first time. (Formerly the first two estates had innumerable exemptions)
- there were also other proposals that would affect the land-owning nobles and clergy – a network of local assemblies to assess taxation, the abolition of the corvée and internal customs barriers
- an Assembly of Notables was chosen as it appeared an easier route to acceptance than the summoning of a full Estates-General (which had last met in 1614) and involved elaborate elections, the preparation of cahiers and the involvement of the Third Estate in discussions
- since it was known that a number of nobles, and clerics, had taken Enlightenment ideas on board, it was not totally unrealistic to expect this body to satisfy the government's desire for drastic change to taxation policy
- in the longer term, the summoning of the Assembly reflected the deep-seated economic, social and governmental problems of the Ancien Régime including the king's duty to 'preserve laws and customs'; the problems with increasingly critical parlements which refused to register his edicts and the successive failures of Turgot and Necker (who may have increased the difficulty of reforming finances with the publication of the Compte Rendu). The old system was no longer working.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might emphasise the importance of royal bankruptcy, or the failure of Calonne's proposals as the 'trigger' to the meeting of the Notables and link this to more deep-seated long-term problems in France. Alternatively they may suggest that fear of summoning an Estates-General was the most important reason why the king opted for this type of Assembly when faced with the need for major change and explain why an Assembly of Notables might have held particular appeal to the government at this time, given the hostility of the parlements and the spread of Enlightened thinking.

- (b) How important were the ideas of the Enlightenment in challenging the existing order in France by 1789? (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Candidates should be able to make a judgement by considering the importance of Enlightenment thinking in challenging the existing order, against the ways in which it was unimportant. Alternatively they may balance its importance against other factors. (Note that there are two possible approaches to a balanced answer here).

Factors suggesting that the importance of Enlightenment ideas might include:

- the belief in reason – that men could control their own destiny and could remedy the inequalities of the Ancien Régime.
- the attack on the power of the Church and the King's position as God's servant
- the belief in a social contract, with obligations on both sides
- Rousseau's support for democracy – and the questioning of traditional monarchical practices
- importance of ideas as spread through the Parisian salons and among soldiers in the American War
- Enlightenment thinking had permeated higher levels of society – e.g. Lafayette, the duc d'Orléans, Turgot (interested in the writings of the physiocrats) and even Louis XVI himself in some aspects.

Factors that suggest the ideas of the Enlightenment were not important might include:

- the lack of a single programme, e.g. most supported monarchy – Rousseau did not; views on the Church and divine power varied
- most philosophes favoured a hierarchical society; were wary of 'the masses' and wanted to preserve the power of the aristocracy and King
- Enlightenment ideas had a limited following. Followers were mainly from the educated elites and based in Paris – debating in the salons, or to be founded among the educated aristocrats and wealthier bourgeoisie of the larger cities
- limited literacy prevented the spread of ideas which were, in any case, philosophically (rather than practically) based.

Other factors which helped challenge the existing order might include:

- the country's financial disarray which demanded some change to the old system of privilege
- the weaknesses of Louis XVI
- the failures of Louis XVI's ministers
- the intransigence of the parlements
- economic problems affecting the peasantry and urban workers
- the ambitions of the bourgeoisie
- the decision to call an Estates-General.

Good answers are likely to show awareness that Enlightenment ideas helped to undermine the Ancien Régime but did not, by themselves, cause the collapse of the existing order. Some may argue that they were far too limited in extent and coherence to make a difference; others may suggest that whilst a multiplicity of other factors caused the rupture to the existing order in 1789, Enlightenment ideas influenced way in which the old structures broke up that year and was thus an important pre-condition for change.

Question 2

- (a) Explain why the Directory was established in 1795. (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why the Directory was set up in 1795.

Candidates might include some of the following factors:

- the Directory was an attempt to restore stability to government after the wild excesses of the Terror and government by over-powerful Committees which had disregarded or intimidated the people's elected deputies in the Convention
- it was an attempt to get back to revolutionary principles of liberty and equality – bringing a democratic form of government with built in checks and balances – e.g. the separation of powers, annual elections and the demand that a director should step down annually to prevent the emergence of a dictator
- it was an attempt to create a moderate government – weakening the Jacobin and royalist influences – particularly after the journées of the *sans-culottes* and the 'White Terror'

- it was set up in 1795, since the guillotining of Robespierre in July 1794 had left a vacuum at the top and the instruments of the Terror had gradually been removed. A new constitution was to represent a fresh start.

To reach the higher levels, candidates will need to show the inter-relationship of the reasons given, for example, they might explain that the Directory was above all a reaction against the Terror and explain how its make-up was dependent on destroying the power of the Jacobins and the radical *sans-culottes*. Alternatively they may argue that it was primarily set up in response to the growing royalist threat and the White Terror leading to the need to enshrine and preserve threatened revolutionary principles.

- (b) How successful was the Directory in solving the problems facing France between 1795 and 1799? (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Candidates should be able to make a judgement by balancing ways in which the Directory was successful against ways in which it was not.

Factors suggesting the success of the Directory might include:

- it reduced debt, increasing revenue through new taxes, plunder of occupied lands and the introduction of a new currency with the withdrawal of the assignats

- it presided over a period of successful conquest so that by 1798, Britain was France's sole enemy
- it prevented a royalist resurgence – curbing the Chouans, taking action against émigrés and preventing royalist dominance in the councils through the Coup of Fructidor (1797)
- it curbed the Jacobins and left wing through the defeat of the Babeuf Plot (1796) and the Coup of Floréal (1798)
- France's success in the prosecution of total war against external enemies was only possible because of the success in curbing counter-revolution at home.

Factors suggesting the failure of the Directory might include:

- the new currency rapidly lost value and coupled with the declining value of government rentes, this alienated the bourgeoisie property-owners. French finances remained on a precarious footing and were dependent on the short-term gains of war and forced loans
- the continuation of counter-revolution, e.g. the Chouans; the undercurrent of political opposition and the need to resort to the army to preserve its existence, subverting democracy, suggested political problems remained
- the return of royalists, who were elected in large numbers posed a threat to the revolution and the principles the Directory had been set up to enshrine
- the war went less well in 1799 and its continuance caused hardships to remain. There was hostility to conscription and economic dislocation
- problems of the Church – juring/non-juring priests and the aftermath of dechristianisation were ignored.

Good answers are likely to conclude that the Directory was largely unsuccessful in solving problems although it managed to 'paper over' them and to survive longer than any other regime since 1789. The superficiality of achievements is likely to be identified and the underlying weaknesses stressed, although it is possible to argue that it was 'successful' in its very survival in difficult circumstances.

Question 3

- (a) Explain why Napoleon introduced a new Civil Code (the *Code Napoléon*) in 1804. (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why Napoleon introduced a new Civil Code in 1804.

Candidates might include some of the following factors:

- by 1804, Napoleon's position was secure. he had emerged from Consul to Emperor and was in a position to consolidate his rule and carry through much-needed reforms
- there had been limited reform of the legal system before 1804 despite the Declaration of Rights (1789) and efforts of the National (Constituent) Assembly (to 1791) to provide France with a new legal system. There had been too much political instability to address reform before this date
- the legal system of the Ancien Régime had gone in 1789 and what had replaced it was unclear. This was all the more so because of the excesses of the Terror (1793/1794)
- before the Revolution, France had been divided into provinces with different laws. One principle of the revolution was to create uniformity and the codification and simplification of the law was essential to fulfil this

- it was necessary to ensure the same law was enforced throughout France and that principles such as the abolition of feudal practices, the guarantee of civil rights and of new legal titles (following the sale of Church and émigré land) was enshrined in law
- in the interests of social stability law relating to marriage/divorce/the rights of fathers and husbands and inheritance needed to be established
- the code permitted an opportunity to reassert the rights of employers over workmen through the introduction of the livret and reinforce the position of the property-owners, whose allegiance had been tested by declining property values during the Directory.

To reach the higher levels, candidates will need to show the interrelationship of the reasons given, for example, they might suggest that the new civil code was above all designed to protect those on whom Napoleon relied in government and enhance social stability under his rule. Some may note that, coupled with administrative change, it helped strengthen the Napoleonic state. Alternatively they may emphasise the importance of preserving revolutionary gains and enshrining its principles in law and suggest that its establishment was to ensure such principles were accepted everywhere.

- (b) How successful were Napoleon's economic and social policies in strengthening France in the years 1799 to 1814? (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Candidates should be able to make a judgement by balancing points, which suggest that Napoleon's economic and social policies were successful in strengthening France against evidence of their failure.

Factors suggesting Napoleon's economic and social policies were successful might include:

- improvements in the accounting of government revenue – the reorganisation of the central treasury (1800); a new tax register; improvements on tax collection under the supervision of the prefects; improved procedures and records
- improvement in revenue through new indirect taxes and customs duties
- improvements in the circulation of money through the foundation of the Bank of France (1800) – under state control from 1806 and the issue of government bonds. Also new metal coinage 1803
- France aided by war-time plunder and foreign grain stocks. Parts of France (e.g. Marseilles, Alsace) were helped by the Continental system from 1806. War also provided employment and financially France appeared stable to c1810
- the establishment of the légion d'honneur and other titles enabled Napoleon to provide reward for loyalty (e.g. sénatoreries for Senators) and reinforce control and support
- education reforms including the imperial catechism encouraged loyalty. By restricting opportunities for lower classes, Napoleon successfully produced a social hierarchy which was supportive of his policies and able to ensure the stability of his rule
- religious policies, including the Concordat with the Pope, healed internal division and ensured greater support for the state
- the use of repression (including the secret police) and censorship removed opposition and helped maintain unity
- the introduction of the livret and support for the middle classes in the legal codes provided stability and opportunities for wealth creation.

Factors suggesting Napoleon's economic and social policies failed might include:

- the decline in France's economic position from 1810 as military expenditure rose above income and there was an economic downturn. There was also a bad harvest in 1811 and by 1814 the success of Napoleon's policies was being called into question
- inflation, unemployment, debt and the collapse of banks and businesses and rising bread prices created a good deal of instability 1810–1814
- Napoleon's continental system caused economic disruption, for example, the Atlantic trading areas and ship building industry were hit badly making them unstable areas
- reversals in war especially in 1814 weakened the political stability
- there was limited change in agriculture and industry – possibly the effect of war, limitations to capital, the impact of the continental system starving industry of raw materials and lack of interest in agricultural improvement
- socially, Napoleon re-created a hierarchical system which bred resentments and some corruption
- not all careers were 'open to talent' as education for the lower classes (and women) was restricted and much still depended on income
- the reliance on censorship, repression and propaganda suggests that policies were not always readily followed – in itself a mark of failure. Relations with the Church remained strained and workmen and peasants, whose lives were still restricted by taxation and controls, seemed to have gained little from the revolution.

Good answers are likely to suggest that while Napoleon appeared successful in his economic and social reforms, there were a number of problems lurking beneath the surface. Some may argue that Napoleon subverted the course of the revolution in restoring a social hierarchy and favouring the elites, others may stress his success in harnessing the middle classes and providing for greater economic and social stability once the war was over.