

473/07

HISTORY – HI3

UNIT 3

IN-DEPTH STUDY 7

THE FRENCH REVOLUTION, c. 1774-1795

P.M. WEDNESDAY, 7 June 2006

(1 hour 30 minutes)

ADDITIONAL MATERIALS

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

INSTRUCTIONS TO CANDIDATES

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

INFORMATION FOR CANDIDATES

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

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

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

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

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THE FRENCH REVOLUTION, c. 1774-1795

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

SECTION A

*Answer **one** question.*

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

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

‘The clergy of the diocese of St. Malo, summoned by the King’s command to consider the means of promoting the prosperity of the kingdom, being anxious to respond to the benevolent intentions of the monarch and to prove to the whole nation its zeal in all that concerns public well-being, has in its various assemblies drawn up the following cahier.

5 That in the National Assembly, and in all political assemblies in the provinces, votes shall be counted by head and not by order.

 That it shall be laid down in the same assembly as a fundamental law of the kingdom that no tax will be imposed except by the agreement of the assembled nation.

 That in future the Estates-General shall meet at fixed periods.

10 That at each meeting of the Estates-General an account shall be given to the nation of the use made of public money since the previous meeting.

 That a request be made for the safe-guarding of the rights, franchises and immunities of our province of Brittany.’

[From the cahier of the clergy of St. Malo which was presented to the Estates-General in 1789]

- (a) Explain **briefly** the meaning of the word ‘cahier’ (line 4). [4]
- (b) What does the source suggest about how France was governed during the Ancien Régime? [8]
- (c) How useful is the source to an understanding of the Ancien Régime and the causes of the French Revolution 1774-1789? [20]

(You are advised to use in your answer relevant background knowledge as well as information derived from the source.)

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

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

‘I accept the Constitution. I undertake to maintain it at home, to defend it against external attack, and to cause it to be executed by every means it places within my power. I declare that, informed of the support which the great majority of the people give to the Constitution, I renounce the right of participation that I claimed in this work, and that being responsible to the nation alone, when I
5 renounce it no other will have the right to complain. I would be lacking in truthfulness, however, if I said that I saw in the executive and administrative machinery all the strength necessary to instigate action and to preserve the unity of every part of so vast an empire; but since opinion today is divided on this subject, I agree that experience alone shall be judge. When I have loyally used every means given me, no one will be able to criticise me, and the nation, whose interests
10 alone must be the guide, shall express its views by the means which the Constitution has reserved for it.

Gentlemen, for the affirmation of liberty, for the stability of the Constitution, for the individual happiness of every Frenchman, there are interests on which duty compels us to unite all our efforts. Those interests are respect for law, the re-establishment of order, and the re-uniting of
15 all citizens.’

[Louis XVI’s message to the National Assembly accepting
the new Constitution (13 September 1791)]

- (a) Explain **briefly** the meaning of the word ‘Constitution’ (line 1). [4]
- (b) What does the source suggest about how Louis viewed the future in 1791? [8]
- (c) How useful is the source to an understanding of the work of the National Assembly, 1789-1791? [20]

(You are advised to use in your answer relevant background knowledge as well as information derived from the source.)

SECTION B

Answer **one** question.

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

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

Source A

‘An enormous concentration of effort has been devoted to what is a passing episode in the revolution which has left little permanent mark on French society. The sans-culottes have been almost literally a red herring to divert attention from the basic social problems of French revolutionary history.’

[From Alfred Cobban, a revisionist historian who challenged the views of Marxist historians, writing in the *The Social Interpretation of the French Revolution* (1964)]

Source B

‘Without the Parisian sans-culottes, the bourgeoisie could not have triumphed in so radical a fashion. From 1789 to the Year II, the sans-culottes were used as an effective weapon of revolutionary combat and national defence. Their defeat broke the mainspring of the revolution.’

[From Albert Soboul, a leading Marxist historian, writing in *The Parisian Sans-Culottes and the French Revolution 1793-94* (1964)]

Source C

‘The inhabitants of all the suburbs went to the Tuileries Palace, accompanied by all the Sections of Paris, armed in the same manner as they were on the 20 June, and called for the dethronement of the King – that he was a traitor and had forfeited the throne. The palace is now almost wholly destroyed, the doors and windows of it being broken to pieces.’

[From a report published in the English newspaper *The Times* on the events of 10 August when Louis was overthrown (16 August 1792)]

Source D

‘If you knew the awful detail of the killing expeditions! Women brutally raped before being torn to pieces by these tigers, guts cut out and worn as ribbons, human flesh eaten dripping with blood. You know my enthusiasm for the Revolution: well I am now ashamed of it! Its reputation is tarnished by these scoundrels. It is becoming hideous!’

[From a letter by Madame Roland, a prominent Girondin, to a fellow supporter Bancal des Issarts (9 September 1792)]

Source E

[A contemporary drawing showing the Republican response to the Brunswick manifesto. Sans-culottes are dancing the Carmagnole (a revolutionary dance) round a liberty tree as Allied troops flee in the background (August 1792)]

- (a) Compare Sources A and B. How do Sources A and B show contrasting views of the sans-culottes? [8]
- (b) Study Sources C and D. How reliable are Sources C and D as evidence to an historian studying political events in France during August/September 1792? [16]
- (c) How useful are the sources to an understanding of the overthrow of the monarchy and the First Republic, 1789-1792? [24]

(You are advised to use relevant background knowledge as well as information derived from the sources.)

4. The Terror and the Thermidorians.

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

Source A

‘Danton, who saw straight, who understood, and who, when the victories began, found leisure to pity, is a type whose extremes are the romance, whose moderation is the groundwork of history. We have to deal in him with an enthusiast who is also a statesman, in whom the mind has sufficient power to know itself even in its violence.’

[Hilaire Belloc, a French-born English writer and poet who admired Danton’s political career and ideals, writing in an English magazine (1899)]

Source B

‘Totally lacking in honour, principles, morality, Danton enjoyed democracy only for its thrills. His real worship was for violence, nothing but violence. For him all was a means for his own ends. His contempt for the masses made him prefer tyranny to liberty.’

[From a book by an anti-Jacobin writer, Alphonse de Lamartine, *Histoire des Girondin* (1847)]

Source C

‘The People’s Representatives will remain firm in fulfilling the mission entrusted to them. The people have given them thunderbolts of vengeance and will not put them aside until all their enemies are dead. They will be sufficiently brave to achieve through the waves of plotters and tramp over ruins to establish the happiness of the Nation and the regeneration of the world.’

[From a speech by Joseph Fouché, a representative on mission in Nantes and Lyon (1793)]

Source D

‘If one day it is asked why the National Convention organized a plan of surveillance demanding more officials than the literate population of Europe, Frenchmen will reply: this plan was necessary because our enemies were so great in number. They were widely spread, and they had the means of infiltrating public offices and our very homes.’

[From a report by Robert Lindet, a member of the Committee of Public Safety (20 September 1793)]

Source E

[An anonymous anti-Jacobin print showing counter-revolutionary prisoners prior to their drowning in the river Loire. The victims' clothes have been seized by a sans-culottes soldier (1793)]

- (a) Compare Sources A and B. In what ways do Sources A and B show contrasting views of Danton? [8]
- (b) Study Sources C and D. How reliable are Sources C and D as evidence to an historian studying the counter-revolution? [16]
- (c) How useful are the sources to an understanding of the Terror and the Thermidorians? [24]

(You are advised to use in your answer relevant background knowledge as well as information derived from the sources.)