



GCE AS/A level

473/07

HISTORY - HI3

UNIT 3

IN-DEPTH STUDY 7

THE FRENCH REVOLUTION, c. 1774-1795

P.M. MONDAY, 2 June 2008

1½ hours

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.

UNIT 3

IN-DEPTH STUDY 7

THE FRENCH REVOLUTION, c. 1774-1795

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

SECTION A

Answer **one** question.

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

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

‘The prince’s army was composed of nobles, grouped according to province and serving in the rank and file. At the very end of its days the nobility was going back to its military roots, and the roots of the monarchy, like an old man regressing to his childhood. In addition there were brigades of émigré officers from various regiments, who had also gone back to being ordinary soldiers.

5 The nobles of my province made up seven companies and there was an eighth composed of young men of the Third Estate. The iron-grey uniforms of the latter distinguished them from the seven others, who wore royal blue with elaborate fur decoration. Men united in the same cause and exposed to the same dangers perpetuated their political inequality through these hateful distinctions. The true heroes were the soldiers who were ordinary men, commoners, their sacrifice
10 was not motivated by self-interest.

We had some tents, but we lacked everything else. Our German-made muskets, weapons other people had rejected, were horribly heavy, broke our backs and were often not in any condition to fire. I went through the whole campaign with one of these muskets and its hammer would never strike.’

[From René de Chateaubriand, a writer and royalist supporter who served with the émigré armies in 1792, writing in his publication, *Essays on the Revolution* (1797)]

- (a) Explain **briefly** the meaning of the phrase ‘the Third Estate’ (line 6). [4]
- (b) What does the source suggest about the émigré forces? [8]
- (c) How useful is this source to an understanding of the overthrow of the Monarchy and the First Republic, 1789-1792? [20]

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

2. The Terror and the Thermidorians.

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

‘Anyone who spoke of order was dishonoured as a royalist, anyone who spoke of law was ridiculed. It began with mutual abuse and accusations, and ended in terror. The Girondin were the final limit between light and darkness. When they were overthrown, we fell into chaos, people strove in this time of crisis to degrade themselves, to pass below the popular level. People
5 abandoned costume, manners, elegance, convenience of life, politeness and propriety so they could avoid the envy of those to whom this was unknown.

The National Assembly itself was an assembly in name only, a passive instrument of the Terror. Upon the ruins of its independence rose the monstrous dictatorship which became so well known under the name of the Committee of Public Safety. The Terror isolated and stupefied the deputies
10 as it did the ordinary citizens. On entering the Assembly, the mistrustful members watched their words and actions, fearful that they might be made a crime. In fact everything mattered – the place where they sat, a gesture, a look, a murmur, a smile. Everyone flocked to the summit of the Mountain, which passed for the highest degree of republicanism, the right wing was deserted after the Girondin had been taken from it. Those who had sat there with them and had too much
15 conscience or shame to become Montagnards took refuge in the Plain, which was always ready to receive men who sought safety in its anonymity.’

[From A.G. Thibaudeau, a moderate republican who was prominent during the Thermidorian period, writing in his *Memoirs of the Convention and the Directory* (1824)]

- (a) Explain **briefly** the meaning of the phrase ‘the Girondin’ (line 2). [4]
- (b) What does the source suggest about life during the Terror? [8]
- (c) How useful is the source to an understanding of the Terror and the Thermidorians? [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 Ancien Régime and the causes of the French Revolution, 1774-1789.

Study the sources below and then answer the questions which follow.

Source A

‘I have selected you from the different orders of the state to make you part of my purposes. The plans which will be revealed to you are large and important. I will hear any observations you consider to make and trust that your advice will show ready agreement and that no private interest will oppose itself to the general good.’

[Louis XVI’s speech to the opening session of the Assembly of Notables (22 February 1787)]

Source B

‘The most striking of the country’s troubles was the chaos in its finances. A plan to change the whole previous system of financial administration and attack all its problems at their root was to be approved by an Assembly of Notables. The Notables who comprised the leading figures among the clergy, nobility, magistracy and principal towns were naturally bound to oppose the ending of abuses from which they profited.’

[The Marquis de Bouille, a member of the Assembly of Notables, writing in his account of the origins of the French Revolution (1789)]

Source C

‘I can only say that the more I examine this important question, the more I am convinced that means should be adopted to abolish the *corvée*. This matter is, in the last analysis, nothing else than a contest between rich and poor, because it is easy to see at once the advantages the poor would gain from the suppression of the *corvée*. A wage-earner from whom is exacted seven or eight days *corvée*-labour would only have to pay twelve or fifteen *sou* for his share of a general road tax.’

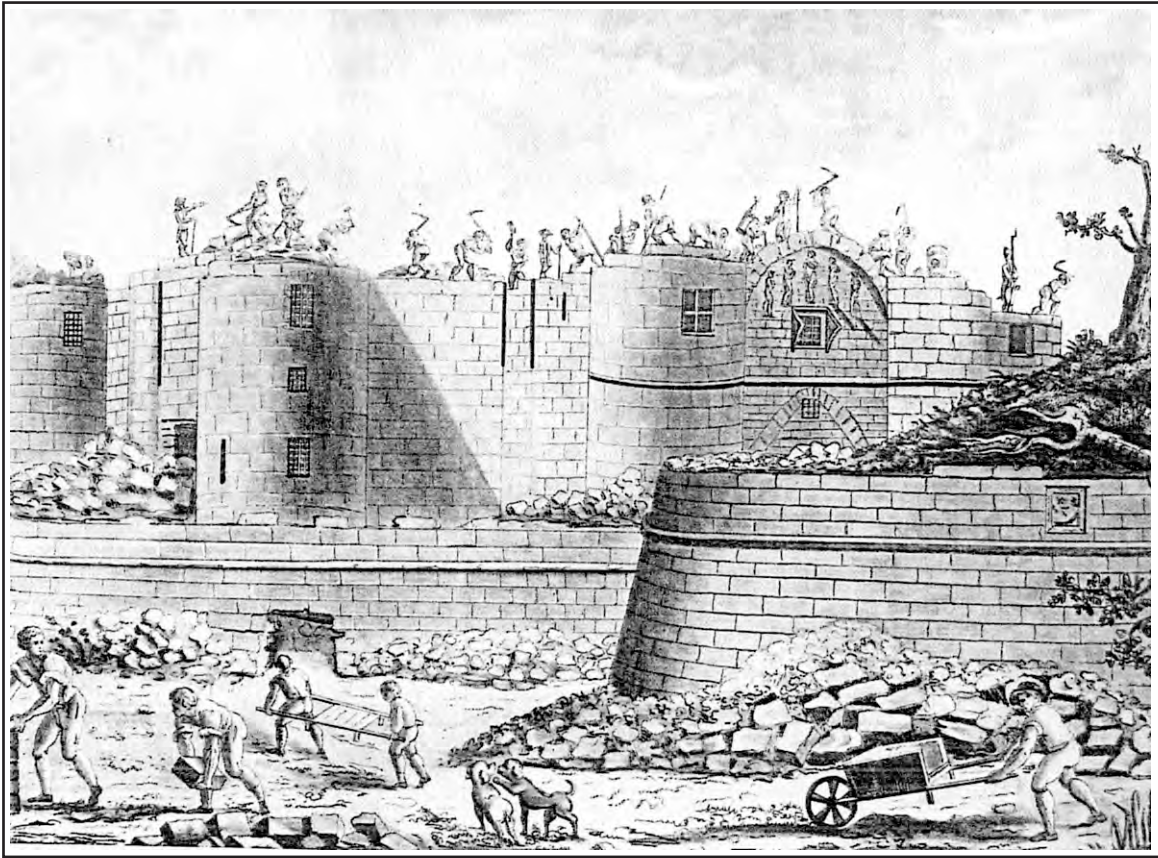
[Necker, the leading financial minister of Louis XVI, writing in his reform proposal, *Compte Rendu au Roi* (1781)]

Source D

‘We are filled with happiness to think that the arrangements proposed by us, which have been performed with enthusiasm and respect are further proof of our devotion to your Majesty’s order. We have genuine satisfaction in thinking that the most beautiful set of diamonds now existing will belong to the greatest and best of queens.’

[Bassenge, the Court jeweller, writing in a private letter to Queen Marie Antoinette (1785)]

Source E



[A contemporary print showing the destruction of the Bastille (July 1789)]

- (a) Compare Sources A and B. How do Sources A and B show contrasting views of the Assembly of Notables? [8]
- (b) Study Sources C and D. How reliable are Sources C and D as evidence to an historian studying the financial problems of the Ancien Régime? [16]
- (c) How useful are the sources to an understanding of the Ancien Régime and the causes of the French Revolution, 1774-1789? [24]

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

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

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

Source A

‘Another orgy of drinking in Versailles, among the royal bodyguard and a large number of other officers. An orgy where a noble princess appeared with the heir to the throne, where an anti-patriotic cockade was waved and where undercover conspiracy has spread alarm through Paris. There is not a moment to lose. All good citizens should arm themselves and send a substantial detachment to Versailles.’

[Marat, a leading Jacobin, writing in his newspaper, *L’Ami du peuple* (October 1789)]

Source B

‘The news had already spread that ten, twenty, thirty thousand people were coming to Versailles, intent on seizing the King and forcing the Assembly to speed up its work. Some twenty fishwives entered the Assembly. The women had come to say that Paris was short of bread and they sought the help and support of the Assembly. Their action was simple and justified, for to be hungry is a terrible situation.’

[Adrien Duquesnoy, a moderate member of the National Assembly, writing in an account of the October days (5 October 1789)]

Source C

- ‘1 Each *département* shall form a single diocese, and each diocese shall have the same area and the same boundaries as the *département*.
- 5 The appointments to all bishops and *curés* are to be made by election only.’

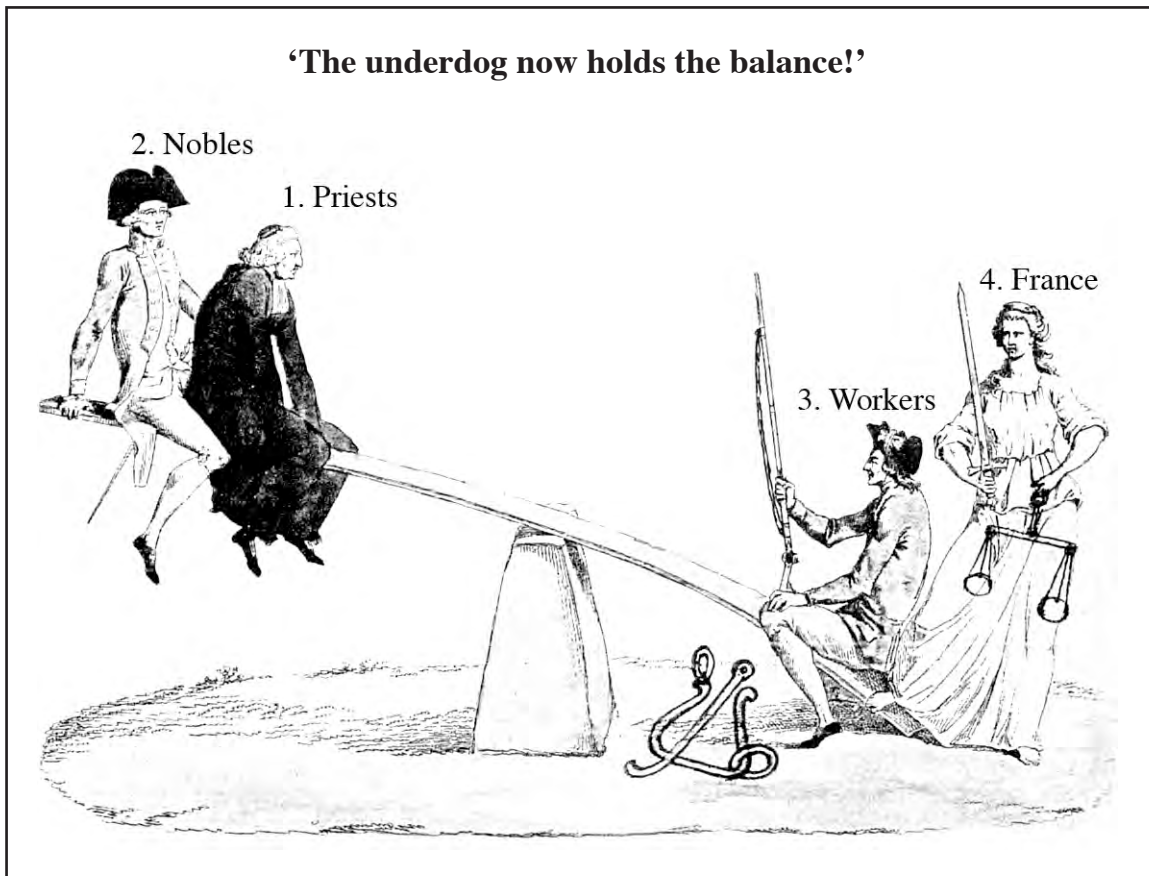
[Selected clauses from The Civil Constitution of the Clergy (12 July 1790)]

Source D

‘Gentlemen, I come to agree solemnly the acceptance which I have given to the constitutional act. Consequently I swear to be faithful to the nation and the law; to use all the power bestowed upon me to maintain the constitution decreed by the National Constituent Assembly.’

[Louis XVI, in a speech to the National Assembly accepting the new Constitution (14 September 1791)]

Source E



[A contemporary print showing how the balance of power in France had swung in favour of the lower orders. This was published in a revolutionary pamphlet (1789)]

- (a) Compare Sources A and B. How do Sources A and B show differing views of the origins of the October days? [8]
- (b) Study Sources D and E. How reliable are Sources D and E as evidence to an historian studying changes in political power in France? [16]
- (c) How useful are the sources to an understanding of the work of the National Assembly, 1789-1791? [24]

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