



GCE AS/A level

1232/07

HISTORY – HY2

UNIT 2

IN-DEPTH STUDY 7

THE FRENCH REVOLUTION c. 1774-1795

P.M. TUESDAY, 22 May 2012

1½ hours

ADDITIONAL MATERIALS

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

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen.

Answer **one** question.

INFORMATION FOR CANDIDATES

The number of marks is given in 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 this unit may have been amended or adapted from the stated published work in order to make the wording more accessible.

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

UNIT 2
IN-DEPTH STUDY 7
THE FRENCH REVOLUTION, 1774-1795

Answer one question.

1. *Study the sources below and answer the questions that follow.*

Source A

‘At the moment the ordinary revenue of your Majesty exceeds his ordinary expenditure by 10.2 million livres. You have a small surplus in your finances.’

[Jaques Necker, Louis XVI’s finance minister, in his account of the royal finances,
Compte rendu au Roi (February 1781)]

Source B

‘Necker financed French involvement in the American war entirely by means of loans. By the 1780s the finances of France had been ruined. No new taxes were imposed. He raised 520 million livres in loans between 1777 and 1781. In all, the American war cost France something over 1066 million livres and created a huge deficit in the country’s finances.’

[William Doyle, a British academic historian, specialising in the French Revolution, writing in
The Oxford History of the French Revolution (1989)]

Source C

‘They say that under the Constitution of 1791, Louis is still king. But he is not, for he no longer has royal authority because he is effectively a prisoner suspended from his own functions. The legislature will have all the state revenues at its disposal. It will command the administration. It will pursue ministers and the executive and distribute reward and honours. It will dictate negotiations for war and peace. What is the King’s position? He is consenting to the loss of the monarchy. He is allowing the destruction of religion. He is abandoning the nobility.’

[A secret memorandum, written by Louis XVI to his brothers, outlining his views on
the proposed Constitution (summer 1791)]

Source D

‘Why are we assembled here? To restore to the French nation the exercise of those rights which are the inheritance of every man. You recognised this truth in the Declaration of the Rights of Man and the Citizen. However, your proposals on voting concern me. Are men equal when the great majority play no part in making laws? Are men equal when some possess the exclusive right to be elected members of the legislative body, others merely to elect them and the rest dispossessed of all these rights at once?’

[Robespierre a prominent Jacobin, in a speech to the National Assembly, attacking its proposals in the new Constitution regarding who would and who would not be allowed to vote (March 1791)]

Source E



[A contemporary pro-revolutionary print of the events of 4 August showing representatives of all three estates working together to destroy feudalism (1789)]

- (a) Study Source D. Use the source **and your own knowledge** to explain the term “the Declaration of the Rights of Man and Citizen”. [4]
- (b) Study Sources C and D. Use the sources **and your own knowledge** to explain the significance of the Constitution of 1791. [8]
- (c) Study Sources C and E. How reliable are Sources C and E in explaining attitudes towards the Revolution? [16]
- (d) Study Sources A and B. How far does Source A support or contradict the interpretation of the state of the royal finances given in Source B? [20]
- (e) How useful are these sources in understanding the French Revolution to 1792? [32]
(You are advised to use in your answer relevant background knowledge from the depth study as well as information derived from the sources and the attributions.)

2. Study the sources below and answer the questions that follow.

Source A



[A contemporary anti-royalist print showing Marie Antoinette as a harpy: a mythical figure often portrayed as stealing food (1784)]

Source B

‘Gentlemen, for a time I was uncertain whether I should express my views on the provisions which you appear to have adopted. But I saw that I had either to defend the cause of liberty and the nation, or to betray it by my silence. All men born and living in France are members of the French nation. The rights attaching to citizenship depend neither on wealth nor on the amount of taxation paid, because the payment of taxes does not make us citizens. The people, whose cause I defend, have rights the same as yours. Who gave you the power to deprive them of it?’

[Robespierre, a prominent Jacobin, in a speech attacking the National Assembly’s proposals to limit the number of citizens allowed to vote in the new Constitution (March 1791)]

Source C

‘The Constitution of 1791 had one aim only, that of ensuring the peaceful, uninterrupted dominance of the *bourgeoisie*, in their hour of victory. On the one hand they were free of the threat of counter-revolutionary activity from the aristocracy and the monarchy, while on the other they completely ignored any attempt to provide democracy and emancipation for the majority of ordinary citizens.’

[Albert Soboul, a leading academic historian and prominent French Marxist, writing in his history book, *The French Revolution 1787-1799* (1989)]

Source D

‘The reforms of M. de Calonne, the Minister of Finance, planned to change the entire system of financial administration by attacking all its vices at their root. The worst of these were the tax collection system and the exemptions from payment of not only the clergy and the nobility but also provinces and towns. The whole weight of public expenditure was carried by the most numerous but least wealthy part of the nation, which was crushed by this burden.’

[Marques de Bouille, a military commander hostile to reform, writing in an account of the origins of the French Revolution, *Memoirs of the Revolution* (1797)]

Source E

‘It is not always by going from bad to worse that a society falls into revolution. It happens most often when people who have supported without complaint the most oppressive laws, violently throw them off as soon as their weight is lightened. Experience shows that the most dangerous moment for a bad government is when it starts to reform itself. The attempt to introduce financial reforms on France proved to be a failure.’

[Alexis de Tocqueville, an historian of the French Revolution, writing in his history book, *The Ancien Regime and the French Revolution* (1856)]

- (a) Study Source C. Use the source **and your own knowledge** to explain the meaning of the term ‘the *bourgeoisie*’. [4]
- (b) Study Sources D and E. Use the sources **and your own knowledge** to explain the significance of the proposed financial reforms before 1789. [8]
- (c) Study Sources A and E. How reliable are Sources A and E in explaining the origins of the French Revolution? [16]
- (d) Study Sources B and C. How far does Source B support or contradict the interpretation of the Constitution of 1791 given in Source C? [20]
- (e) How useful are these sources in understanding the French Revolution to 1792? [32]
(You are advised to use in your answer relevant background knowledge from the depth study as well as information derived from the sources and the attributions.)