



## GCE AS/A LEVEL

2100U60-1



S18-2100U60-1

### HISTORY – AS unit 2

#### DEPTH STUDY 6

#### France in Revolution c. 1774-1815

#### Part 1: France: The causes and course of revolution c. 1774-1792

TUESDAY, 22 MAY 2018 – AFTERNOON

1 hour 45 minutes

#### ADDITIONAL MATERIALS

A WJEC pink 16-page answer booklet.

#### INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen.

Answer **both** questions.

#### INFORMATION FOR CANDIDATES

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

You are advised to spend around 50 minutes on answering each question.

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

**UNIT 2****DEPTH STUDY 6****France in Revolution c. 1774-1815****Part 1: France: The causes and course of revolution c. 1774-1792**

Answer **both** questions.

**QUESTION 1**

Study the sources below and answer the question that follows.

**Source A**

Man is born free. No man has any natural authority over his fellow man. Force alone does not confer any such right. Legislative power belongs to the people and can only belong to the people. All the obligations which ordinary people owe to the state they must fulfil as soon as the sovereign asks for them, but the sovereign in turn cannot impose any obligation on his subjects which is not of use to the community. In fact, the sovereign cannot even wish to do so, for nothing can take place without a cause according to the laws of reason, any more than according to the laws of nature. The community of the people will have no cause to require anything beyond what is of communal use. Where people are deeply attached to religion, beliefs should be simple, few in number and presented concisely. In essence these are the existence of a powerful and intelligent God who does good and is all-seeing. He provides for all in this life and in the life to come, rewards the just and punishes the wicked.

[Martin de Marivaux, a radical lawyer, writing in a pamphlet presented to the *Parlement of Paris*, *L'Ami des Lois* [A friend of the law] (1775)]

**Source B**

[An anonymous contemporary caricature illustrating the burdens of the feudal system in France (c. 1785)]

**Source C**

One opinion pervades the whole country, that it is on the eve of some great revolution in government and that everything points to it. The confusion of finances is great, with the deficit impossible to provide for without the Estates-General of the Kingdom being summoned, yet there are no ideas formed of what will be the consequence of their meeting. There is no minister existing, or to be looked to in or out of power, with such decisive talents as to promise any other remedy than palliative ones. There is a King on the throne, with excellent dispositions, but without the resources of a mind that could govern in such a moment without ministers. The court is buried in pleasure and extravagance. Adding to the distress there is a great desire amongst all ranks of men who are eager for some change, without knowing what to look to or hope for. A strong belief in liberty exists, and it has increased every hour since the American Revolution.

[Arthur Young, an English traveller and agricultural writer who toured France before the Revolution, writing in his research notes (1788)]

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the causes of the French Revolution 1775-1788. [30]

## QUESTION 2

Study the extracts below and answer the question that follows.

### Interpretation 1

In a climate of suspicion and considerable hostility the National Assembly did the best that it could, in the circumstances, to reform France. The task of rebuilding French society which the National Assembly set itself continued throughout the year 1790 in the midst of increasing dangers. The aristocracy did not disarm, and the great mass of the people were beset by harsh economic difficulties and remained dissatisfied. Faced with this double danger, the bourgeoisie of the National Assembly organized the supremacy of their own class on the pretext of furthering constitutional monarchy, and it is clear that they were eager to rally to their way of thinking a section of the aristocracy. In this way a compromise settlement might be reached, they still needed to convince the King and win over the nobility. The man who was most closely identified with this policy was La Fayette, a vain and rather naïve man who tried to conciliate two utterly opposed points of view.

[Albert Soboul, a French Marxist historian, writing in his specialist book, *The French Revolution 1787-1799* (1989)]

### Interpretation 2

The success of the measures undertaken by the National Assembly is debatable. The National Assembly had as its central aim a desire to create an enlightened and liberal system, resting firmly on the good citizens of the property-owning classes. In doing so, it removed some of the worst injustices of the *ancien regime*, and accepted as a *fait accompli* the peasants own ending of the feudal payments and seizure of demesne land. It did not however, address adequately the major financial problems of France, and many of its administrative and judicial reforms proved to be too cumbersome to survive the stresses of a long and difficult war. The new local government mechanisms, new law courts and new crimes were all added to the constitution of 1791 within a year of its inception. Finally, in imposing the Civil Constitution of the Clergy the National Assembly alienated many of its citizens and unwittingly opened up deep and seemingly irreconcilable differences within French society.

[Jocelyn Hunt, an academic historian and specialist in the French Revolution, writing in a student study guide, *The French Revolution: Questions and Analysis in History* (1998)]

Historians have made different interpretations about the extent of the changes made by the National Assembly between 1789 and 1791. Analyse, evaluate and use the two extracts above and your understanding of the historical debate to answer the following question:

How valid is the view that the National Assembly was largely successful in reforming France 1789-1791? [30]

**END OF PAPER**