



GCE MARK SCHEME

SUMMER 2015

HISTORY - UNIT HY2
DEPTH STUDY 7

THE FRENCH REVOLUTION c. 1774-1795

1232/07

HISTORY MARK SCHEME

UNIT 2

DEPTH STUDY 7

THE FRENCH REVOLUTION c. 1774-1795

Part (a)

Distribution of marks within each level for part (a), explaining the weighting for each assessment objective.

	AO1	AO2a	Total
Level 1	1-2 marks	1-2 marks	4
Level 2	3-4 marks	3-4 marks	8

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1; AO2a

Total mark: 8

Focus: *Recall, selection and deployment of appropriate historical knowledge in context; evaluation of source material*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-4	<p>Generally for this level, candidates will recall some historical knowledge. They will show some evidence of understanding of the named issue. They will comprehend and extract some information from the source. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-2 marks <i>Material seen is brief or very limited in scope; use of source is limited to comprehension; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 3-4 marks <i>Limited historical knowledge is deployed; use of source is limited to comprehension and extraction; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	5-8	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show sound evidence of understanding of the named issue. They will analyse and evaluate the source material in its historical context. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 5-6 marks <i>Mostly relevant historical knowledge recalled and selected; some analysis of both content and authorship of source; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 7-8 marks <i>Relevant historical knowledge recalled and selected; sound analysis of source and its context; answer is clearly expressed answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(a)

What does the author of Source C mean by the phrase ‘does not fear war against those who offer comfort to our enemies abroad’?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the phrase is designed to suggest that France does not feel cowed in any way by the pressure that is building up for some form of conflict in December 1791. The other major continental powers - namely Austrian and Prussia - felt threatened by events in France and were determined to try and prevent the spread of the revolution. The Declaration of Pillnitz was one such attempt. The context was the support offered by the other powers to the émigrés who were plotting counter-revolution with the enemies of France. Louis was believed to be very sympathetic to the plight of the émigrés and had vetoed laws passed against them. As the attribution indicates this was a speech delivered to the National Assembly when passionate terms and language would have been used to solicit support for his radical stance.
- some discussion of the role and motives of Brissot could be expected - he was the leading figure among the Girondin group deputies and as such an enthusiastic proponent of war for a variety of reasons.
- Brissot's motives were to spread the ideals of the revolution while at the same time hoping to flush out opponents.

QUESTION: 2(a)

What does the author of Source E mean by the phrase ‘to undertake so wicked a deed as flight’?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the phrase would appear to suggest that Louis had undertaken an action which was considered by the author to be wicked - namely abandoning his post during the abortive ‘Flight to Varennes’. This action which threatened to plunge the country into civil war was so that Louis could recover his former powers. Louis' failure to reach the border led to a great loss of support for him and the institution of the monarchy.
- the context of the letter is that it was written following the Flight to Varennes in June 1791 - Ferrières is outspoken in condemning his former fellow aristocrats in risking plunging the country into civil war. Other issues to note in Louis' hardening attitude to the Assembly would be his policy towards the émigrés.
- the authors' standpoint in relation to this issue is that he is very concerned about the risk to the country. As a former aristocrat in a private letter his views would be an interesting insight into the nature of the crisis confronting the country.

Part (b)

Distribution of marks within each level for part (b), explaining the weighting for each assessment objective.

	AO1	AO2a	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1; AO2a

Total mark: 16

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of source material to discuss importance / significance

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show some understanding through explanation and analysis of the named issue. They will comprehend and extract information from the sources in relation to the historical enquiry. Candidates will convey meaning with some clarity, although expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; very limited attempt to consider the importance / significance of the named issue; only comprehends and extracts from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; weak attempt to assess the importance / significance of the named issue; comprehension of source material with limited analysis and evaluation; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will give sound explanation of the importance / significance of the named issue. They will analyse and evaluate the source material in relation to the historical enquiry with a degree of discrimination. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the significance / importance of the named issue; valid but incomplete analysis and evaluation of the content and authorship of the sources; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; full explanation of the significance / importance of the named issue; appropriate analysis and evaluation of both the content and authorship of the sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(b)

How significant were concerns regarding the condition of the peasantry before 1789?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the significance of concerns regarding the condition of the peasantry before 1789. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the significance of concerns for the condition of the peasantry before 1789. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- Source A suggests that the unpaid work done by the peasantry repairing the roads was work that was inevitably done badly as it was unpaid. A key section of the source deals with the waste in time and effort that the corvée generates. The context of this source is the attempt to reform an aspect of the ancien régime and feudal system which is backward and regressive.
- Source B is taken from one of the cahiers drawn up by communities across the length and breadth of France prior to the meeting of the Estates General in May 1789. It captures the essence of some of the problems exercising rural communities. The tone of the source is a plea for help to alleviate the dire economic and social circumstances and social circumstances afflicting the peasantry. This is aptly captured in the last sentence of the source.
- both sources provide clear insights into the problems facing the peasantry and do illustrate concerns for them. While Source A addresses the concerns from the perspective of the economy and is a plea to reform the process and modernise the state, Source B is much more heartfelt and represents the voice of the people asking to be heard at Versailles in the Estates General.
- the sources offer different perspectives of the plight of the peasantry, one from an economic standpoint - the inefficiency of a system that the peasants loathe and the other a direct appeal from this downtrodden and beleaguered group within the Third Estate, ended the dominant group in the Third Estate.

QUESTION: 2(b)

How significant was the Civil Constitution of the Clergy for the Catholic Church in France?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the significance of the Civil Constitution of the Clergy for the Catholic Church. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the significance of the Civil Constitution of the Clergy for the Catholic Church. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- Source A is an extract containing a number of clauses from the Civil Constitution of the Clergy (1790) which sets out some of the more contentious aspects of the new policy namely the election of all appointments and the denial of the role of the Papacy in all appointments (Clause IV). The source is taken from the Civil Constitution of the Clergy (CCC) itself and as such has the force of law and would have to be carried out. This reflects the will of desire of the National Assembly to confront the Catholic Church and reduce its power.
- Source B offers a very different perspective to the CCC in the form of a short table - those in favour and those against. The clear implication being that those in favour of the CCC are brigands and, pillagers and scoundrels. Those who oppose the measure are all good Frenchmen who love their country. The extract is taken from the staunchly royalist newspaper *Ami du Roi* and offers a contrary view to the whole policy enshrined in the CCC.
- the sources are from widely differing perspectives. The CCC was the policy of the National Assembly and its vociferous anti-clerical core which the newspaper is the flag bearer of the monarchy and the *ancien regime* - keen to preserve one of the pillars of the state. Neither source could be described as impartial.
- the significance of the Civil Constitution of the Clergy for religion was that it forced out into the open the deep divisions within France and within the Revolution. In the eyes of many it linked the church with the counter-revolution. The changes prompted the divisions to polarise further and gave a real fillip to the counter-revolution particularly in the Vendee.

Part (c)

Distribution of marks within each level for part (c), explaining the weighting for each assessment objective.

	AO1	AO2a	AO2b	Total
Level 1	1 mark	1-2 marks	1-5 marks	8
Level 2	2-3 marks	3-4 marks	6-9 marks	16
Level 3	4 marks	5-6 marks	10-14 marks	24

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (c)

Target: AO1; AO2a; AO2b

Total mark: 24

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of how aspects of the past have been interpreted and represented in different ways

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Awareness of different interpretations will be very limited. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; extracts material from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; comprehends and extracts from source material with limited analysis and evaluation; shows some awareness of the interpretations of the issue in the sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. They will show an understanding of different interpretations. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some appropriate analysis and evaluation of source material; shows awareness of different interpretations of the issue; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of source material; sources used to support argument; shows awareness of different interpretations of the issue; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	17-24	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination. They will use the sources appropriately to support arguments. They will show an understanding of how aspects of the past have been interpreted in different ways. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-20 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; convincing analysis and evaluation of source material with sources used to support argument; shows how the issue has been interpreted in different ways; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 3: 21-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of source material with sources used to support argument; shows clear awareness of different interpretations of the issue; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART (c)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(c)

Do you agree with the interpretation that the war of 1792 was justified?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation that the war of 1792 was justified. Some of the issues to consider may include:

- candidates are invited to enter into a debate on the extent to which French people welcomed the outbreak of war in 1792. Candidates should be able to consider whether this interpretation is valid and supported for the whole period or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source
- Source D is the view of a highly respected academic historian writing in a major work on the French Revolution. Simon Schama in his popular work *Citizens*, suggests that while the war may be considered an 'aberration' of the revolution it was in effect a logical part of the patriotic war aimed at spreading the ideals of the revolution across Europe. In this sense it appears justified.
- Source C is taken from a speech by Brissot the leading figure of the Girondin group and a staunch advocate of war as a means of spreading the ideals of the revolution. He argues with conviction that the war is necessary and that it is a public benefit. This evidence backs up the interpretation in the question.
- answers will discuss the standpoint of each author. The author of Source D, Simon Schama, is a leading academic who has sought to revise some of the interpretations of the French Revolution and his undoubted commitment to rigorous academic research would render his interpretation valid. Yet as a Revisionist he would be sceptical those tempted to criticise war.
- the author of Source C, J-P Brissot the central figure in the Girondin group of Deputies in the Assembly. Brissot was passionate in calling for the war on a number of fronts the most important of which was that it would help spread the ideals of 1789 to other European countries. Only through spreading these ideals by force of arms and intervention could the gains made by the revolution ultimately be secure.
- the sources tend to show a measure of consent - that there was a patriotic element to the call to arms and genuine support for the war. A war that would resolve a number of issues for France and which would certainly preserve her security.
- candidates will consider alternative interpretations that the chief motive of the King and Royalists was only to offer support for the war supported because it was hoped that the outcome would be the defeat of France and the restoration of the powers of the crown - brought about by force of Austrian and Prussian arms. Robespierre was outspoken in opposing the war and arguing that it was far from justified and would only lead to dictatorship.

QUESTION: 2(c)

Do you agree with the interpretation that Louis' support for the counter-revolution was responsible for his execution?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation that Louis' support of the counter-revolution was responsible for his execution. Some of the issues to consider may include:

- candidates are invited to enter into a debate on the reasons for the execution of Louis XVI. Candidates should be able to consider whether this interpretation is valid and supported for the whole period or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source
- Source D suggests that the discovery of the documents in the armoire de fer and others captured when the Tuileries was sacked offered conclusive proof of Louis' duplicity and in the context of the time hastened his execution. Louis' secretiveness worked against him as he was believed to be conspiring with the enemies of France. Was he communicating with the counter-revolution?
- Source C suggests that the discovery of the documents in the armoire de fer did certainly hasten the sentencing of Louis which resulted in the death sentence being passed. The author suggests that some of the letters were incriminating and that they focused the attention of Deputies on the need to have him executed. This evidence supports the interpretation given.
- answers will discuss the standpoint of each author. The author of Source D is a highly respected academic historian who is a leading authority on Louis XVI. The views are produced in a book aims at re-evaluating the reputation of the King. The other author (Source C) is a moderate republican deputy who is writing in his memoirs decades after the event which he describes - the work was published during the Bourbon restoration.
- the sources lay emphasis on similar aspects namely that the documents found in the Tuileries were certainly incriminating for Louis although Hardman sees his actions in the period prior to his overthrow as very much in keeping with someone determined to cling on to power. Thibaudeau's evidence emphasises the incriminating nature of the documents.
- candidates will consider alternative interpretations about what was responsible for the execution of Louis XVI namely that he stood for the ancien regime in all its manifestations and that only by killing him could the Republic be secure.

Part (d)

Distribution of marks within each level for part (d), explaining the weighting for each assessment objective.

	AO1	AO2a	AO2b	Total
Level 1	2 mark	1-6 marks	1-2 marks	10
Level 2	4 marks	7-14 marks	3-4 marks	22
Level 3	6 marks	15-20 marks	5-6 marks	32

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (d)

Target: AO1; AO2a; AO2b

Total mark: 32

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of a range of source material with discrimination

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-10	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; only comprehends and extracts from some of the nominated sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 5-7 marks <i>Limited historical knowledge is demonstrated; comprehends and extracts from the nominated source material; shows some awareness of the limitations of the given sources; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 8-10 marks <i>Limited historical knowledge is applied; comprehends and extracts from source material with weak analysis of each of the nominated sources; offers a very limited judgement on utility of sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	11-22	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 11-14 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers a limited judgement on utility of sources; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 15-18 marks <i>Accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers an appropriate judgement on utility of sources; there will be some attempt to place the sources in the context of the depth study; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 19-22 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of nominated source material; there will be some attempt to place the sources in the context of the depth study; offers a clear judgement on utility of sources; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	23-32	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination and in relation to the historical context. They will use the sources appropriately to support arguments. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 23-25 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; mostly appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of some of the sources; there will be a clear attempt to place the sources in the context of the depth study; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 26-29 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of all of the sources; there will be an obvious attempt to place the sources in the context of the depth study; answers will be largely coherent, fluent and well-organised. with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 30-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; there will be a sustained focus on dealing with the sources in the context of the depth study; offers a sustained judgement on utility of sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART (d)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(d)

How useful are Sources B, E and F in understanding the development of the French Revolution to 1792?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with the development of the French Revolution to 1792. Some of the issues to consider may include:

- the sources are useful in touching upon some of the issues which contributed to the development of the Revolution, including areas such as the response of the communities of France via the Cahier to issues concerning them at the forthcoming Estates (Source B) and the capture of the Bastille (Source F).
- Source B is useful as it sheds light on some of the pressing concerns of a small rural community suffering from acute poverty in the late 1780s. Source E refers to the power struggle within the legislative assembly between the Brissotins and the Feuillants after the outbreak of revolution. Source F is a pro-revolutionary print suggesting the burial of the Bastille with the four figures all pall bearers.
- the sources provide the views of a Cahier outlining its problems, (Source B) a prominent academic historian (Source E) and a contemporary print which is clearly supporting the capture of the Bastille in showing its dignified funeral (Source F). All in their way provide useful insights but also are far from being impartial commentators.
- there will be some discussion of the wider range of sources that could be of use in understanding developments in France during this period, and the narrowness of the range and type of sources selected for this enquiry, such as the key changes made particularly in relation to the origin and course of the revolution. There is nothing on how the structure of the ancien regime or the work political dynamic within the National Assembly. While the events relating to feudalism are mentioned there is nothing substantive about the work of the National Assembly and how it re-shaped France. Events which helped shape republican attitudes are also absent such as the Champ de Mars massacre.

QUESTION: 2(d)

How useful are Sources B, E and F in understanding the development of the French Revolution to 1792?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with the development of the French Revolution to 1792. Some of the issues to consider may include:

- the sources are useful in touching upon some of the issues which contributed to the development of the Revolution, such as the Civil Constitution of the Clergy 1791 (Source B), a reference to the Flight to Varennes (Source E) and a view of the Third estate bearing the burden of the French state (Source F)
- Source B is useful as it provides an insight into one of the key events of the revolution - the CCC - which was highly divisive from 1791. Source E is a letter critical of the aristocracy for their encouragement of Louis to leave France in 1791, while Source F is an image which enforces the view that the burden of the ancien regime is borne by the slight frame of the third estate
- the sources provide the views of contemporary observers who are far from being impartial - an popular pro-royalist paper opposed to the CCC, a former aristocrat critical of his own class and an anti-royalist print.
- there will be some discussion of the wider range of sources that could be of use in understanding developments in France during this period, and the narrowness of the range and type of sources selected for this enquiry, such as the nature of the financial problems which beset the country, key events such as the Champ de Mars massacre, the origin of the revolution the overthrow of the Monarchy. There is nothing which suggests why the revolution drifted into war.