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IMPORTANT: please check the Victorian Curriculum and Assessment Authority (VCAA) website for the latest exam and assessment advice: www.vcaa.vic.edu.au

Sample exams and assessments in this book may differ from what students actually sit.
## AREA OF STUDY 1: CAUSES OF REVOLUTION (1774 TO OCTOBER 1789)

Revise all of the key knowledge in this guide carefully, and then test whether you can explain it to another person OR write about it in a practice exam question. You should be able to explain the nature and significance of key ideas, individuals and movements.

### France A001 Key Knowledge

<table>
<thead>
<tr>
<th>Topic</th>
<th>Knowledge</th>
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<tbody>
<tr>
<td>1</td>
<td>Tensions under the Ancien Régime (1774–1789)</td>
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<tr>
<td></td>
<td>Absolutism, absolute monarchy, rule by divine right</td>
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<td></td>
<td>Ancien Régime, feudal society, estates of realm</td>
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<td>Culture of deference</td>
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<td></td>
<td>Louis XVI, Marie Antoinette, Bourbon dynasty</td>
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<tr>
<td></td>
<td>Social inequalities, noble and clerical privilege</td>
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<td></td>
<td>Friction between monarchy and Parlements</td>
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<td></td>
<td>Peasant grievances</td>
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<td>France’s support for American War of Independence</td>
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<tr>
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<td>Failed attempts at reform: Necker, Calonne, Loméni de Brienne</td>
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### FRANCE AOS1 KEY KNOWLEDGE

#### TOPIC 2
The Enlightenment and Attempts at Reform (1774–1789)

- Philosophes: Montesquieu, Rousseau, Voltaire, Diderot
- Political representation and accountability
- General will and separation of powers
- Institutions: Parlements, Estates-General
- Freedom of speech

#### TOPIC 3
The Aristocratic Revolt and Demands for Reform (1787–August 1788)

- Assembly of Notables: attack on ‘ministerial despotism’
- Agitation from nobles and Parlements
- Calling of Estates-General and Cahiers de Doléances
- Day of Tiles and Estates of Dauphine
- Harvest crisis and food shortages

#### TOPIC 4
Towards Popular Sovereignty (September 1788–June 1789)

- Political demands of Third Estate
- Pamphlet war
- ‘Doubling of Third Estate’
- Abbé Sieyès’ critique of privilege
- Réveillon Riots
- Voting by head or by order
- Declaration of National Assembly
- Tennis Court Oath
- King’s concessions at Royal Session
- Comte de Mirabeau

#### TOPIC 5
The Revolution Materialises (July–October 1789)

- Dismissal of Necker
- Storming and fall of Bastille
- ‘Great Fear’
- August Decrees and Declaration of the Rights of Man and Citizen
- October Days and Women’s March to Versailles
- Paris Commune and Paris Sections
- Camille Desmoulins

### KEY QUOTES
Create a table like the one below and, for each topic, write down three quotes expressing a view on that topic – two from historians and one from a person who lived at the time.

<table>
<thead>
<tr>
<th>FRANCE AOS1</th>
<th>KEY QUOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inequalities of Ancien Régime</td>
<td>i)</td>
</tr>
<tr>
<td>Louis XVI’s actions</td>
<td>i)</td>
</tr>
<tr>
<td>Enlightenment ideas</td>
<td>i)</td>
</tr>
<tr>
<td>Pamphlet war, including Sieyès’ ‘What Is the Third Estate?’</td>
<td>i)</td>
</tr>
<tr>
<td>Economic factors, including bankruptcy of Crown</td>
<td>i)</td>
</tr>
<tr>
<td>Power struggles, e.g. ‘war with Parlements’, Assembly of Notables</td>
<td>i)</td>
</tr>
<tr>
<td>Political events, e.g. formation of National Assembly, Declaration of the Rights of Man and Citizen</td>
<td>i)</td>
</tr>
<tr>
<td>Attempts to abolish feudalism, e.g. Night of 4 August, August Decrees</td>
<td>i)</td>
</tr>
<tr>
<td>Popular events, e.g. October Days, Women’s March, Day of the Tiles, Réveillon Riots</td>
<td>i)</td>
</tr>
</tbody>
</table>
AREA OF STUDY 2: CONSEQUENCES OF REVOLUTION
(OCTOBER 1789 TO 1795)

Revise all of the key knowledge in this guide carefully, and then test whether you can explain this content to another person OR write about it in a practice exam question. You should be able to explain challenges faced by the new regime in consolidating power, conditions that influenced leaders to compromise their revolutionary ideals, key individuals that changed society and diverse experiences of the revolution.

FRANCE AOS2 KEY KNOWLEDGE

TOPIC 1
Early Reforms
(November 1789–1790)
- Challenges in consolidating power
- Reform and revitalisation of France: end of feudalism
- Changes to laws and taxes
- Introduction of popular sovereignty and representative government
- Transition from absolute to constitutional monarchy and abolition of privileged corporations

TOPIC 2
The End of the Revolutionary Consensus
(1791–August 1792)
- Marquis de Lafayette
- Reforms to Catholic Church
- Abolition of slavery
- Constitution of 1791
- Girondins, Jacobins, Cordeliers
- National Convention
- Sans-culottes
- Revolutionary ideologies
- Louis XVI’s trial

TOPIC 3
War Emergency and the Terror
(September 1792–mid-1794)
- Maximilien Robespierre
- Georges Danton
- ‘Terror until Peace’
- Committee of Public Safety
- Jean-Paul Marat

REVISED
(tick when complete)

FRANCE AOS2 KEY KNOWLEDGE

TOPIC 4
The Thermidorian Reaction and the Consolidation
(mid-1794–26 October 1795)
- Revolutionary violence
- Terror and repression
- Policies of political, economic and social control
- Strategies to stay in power
- Political and social changes
- Constitution of Year III

TOPIC 5
Changes to Everyday Life
(1789–1795)
- Peasants
- Nobility and bourgeois elites
- Religion
- Women
- Trade and commerce
- Law and politics

KEY QUOTES
Create a table like the one below and, for each topic, write down three quotes expressing a view on that topic – two from historians and one from a person who lived at the time.

FRANCE AOS2 KEY QUOTE

Tick when complete

Consolidating power
Hostility of foreign powers and papacy
Divisions over revolutionary aims/methods
Insurrections and uprisings
Terror
Thermidorian Reaction
Changes in everyday life
Role of Robespierre
Political reforms, e.g. popular sovereignty, representative government, suffrage
AREA OF STUDY 1: CAUSES OF REVOLUTION (1774 TO OCTOBER 1789)

TIMELINE OF KEY EVENTS

10 MAY 1774
Accession of Louis XVI (crowned 11 June 1775)

22 OCTOBER 1776
Necker appointed director of Royal Treasury (later director-general of finances)

1778
France offers financial aid to rebels in American War of Independence (1778–83)

19 MAY 1781
Necker resigns after presenting financial report to king which conceals deficit

NOVEMBER 1783
Calonne succeeds Necker and tackles growing financial problems

AUGUST 1786
Calonne proposes reform of taxation system and end of tax exemptions

1777
22 February–25 May: King convenes Assembly of Notables to approve taxation reform proposal; Assembly dismissed after refusing

8 April: Calonne dismissed, replaced by Loménie de Brienne on 30 April

1788
3 May: Paris Parliament proclaims that new taxes need to be approved by Estates-General

May–July: Beginning of Aristocratic Revolt

7 June: ‘Day of Tiles’ in Grenoble

8 August: King convokes Estates-General for May 1789; elections of deputies and writing of Cahiers de Doléances from each estate

16 August: Treasury payments suspended – crown bankrupt

26 August: Necker recalled after Loménie de Brienne’s resignation (24 August); Parlements restored

27 December: King agrees to double Third Estate numbers in Estates-General

1789
February: Sieyès publishes What is the Third Estate?

26–29 April: Revellion Riots: violent crowds protest against rumoured wage reductions

5 May: Estates-General begins; king makes no decision on voting rights; Third Estate (Commons) refuse to verify their election in separate chamber

17 June: Third Estate members declare themselves the National Assembly

20 June: Tennis Court Oath: deputies swear to stay together until a constitution is established

23 June: At Royal Session, king declares National Assembly unconstitutional, commands three estates to meet separately, and introduces reforms; National Assembly deputies ignore him

25 June: Members of Second Estate begin to join National Assembly

27 June: King gives in and orders estates to unite as one; troops are called to Paris

11 July: King dismisses Necker, sparking revolt in Paris

14 July: Storming of Bastille

15–16 July: King orders troops to leave Paris and recalls Necker

July–August: ‘Great Fear’: rural revolt across France caused by fears of backlash from nobles – castles attacked

4 August: Night of Patriotic Delirium: mass-renunciation of noble and clerical privileges leads to August Decrees

26 August: Declaration of Rights of Man and Citizen (DORMAC) proclaimed

11 September: King is granted a suspensive veto

19 September: King gives qualified acceptance of August Decrees and DORMAC

5–6 October: Women’s March to Versailles: king is forcibly moved to Paris; National Assembly follows
KEY IDEAS

THE ENLIGHTENMENT
- Intellectual movement across Europe in the seventeenth and eighteenth centuries
- Promoted the ideas of order, religious tolerance, rational thought, criticism, human progress and examination of human knowledge based on reason rather than faith
- Notable French thinkers: Denis Diderot, Jean-Jacques Rousseau, Voltaire, Montesquieu
- Key influence on French revolutionaries

THE CRITIQUE OF PRIVILEGE
- New ideas challenged the political, social and economic privilege of the Church (First Estate), nobility (Second Estate) and absolute monarchy
- Privileges included collection of church dues (tithe), feudal dues, unpaid labour to lords (corvée) and restrictions based on birth rather than merit
- Louis XVI asked for the three estates to produce Cahiers de Doléances (books of grievances) between February and April 1789
- Cahiers of the Second Estate tended to be more revolutionary than those of the Third Estate (commoners)

THE ATTACK ON MINISTERIAL DESPOTISM
- Assembly of Notables rejected Calonne’s tax reforms in February 1787, fearing extension of Crown’s fiscal (taxation) powers
- Notables challenged what they saw as excessive power of ministers, including lettres de cachet that imposed arbitrary orders and lacked legal protections
- Notables reminded the king that only the Estates-General could approve changes to taxes
- Proclamations of the Parliament of Paris (1787–88) were seen as a defence of the people against overly powerful ministers

THE ATTACK ON FEUDALISM
- French seigneurialism benefited landowners at the expense of peasants
- Peasants were required to show deference to seigneurs (lords) and pay them feudal dues such as the champart (offering of grain or produce) and contribute unpaid labour
- Peasants could not hunt or collect wood on land of lords, and could be legally tried by the seigneur (a form of serfdom)
- Grievances over seigneurialism caused widespread non-compliance with the system and triggered the Great Fear; this in turn led to the Night of Patriotic Delirium (4 August 1789), during which the privileged voluntarily gave up their rights (later formalised in the August Decrees)

CLAIMS TO POPULAR SOVEREIGNTY AND EQUALITY
- Revolutionaries used the work of Rousseau, Locke and Hobbes on the social contract to argue for popular sovereignty
- Popular sovereignty is based on the idea that government should be established and sustained by the consent of the people, not imposed by the monarch
- The concept was expressed in the Declaration of the Rights of Man and of the Citizen (proclaimed 26 August 1789)
- Equality was understood as equal treatment before the law, equal payment of taxes and equality of opportunity (merit over birth)
- Key proponents in America were Jefferson and Madison and in Poland Kosciuszko

Write a sentence summarising the contribution of each idea to the revolution.
KEY INDIVIDUALS

**KING LOUIS XVI**
(1754–1793)
- King of France from 1774
- Married Marie Antoinette, archduchess of Austria (1770)
- Summoned the Estates-General in 1788 – a turning point in the revolution
- A virtual prisoner of the revolution from October 1789

**MARIE ANTOINETTE**
(1755–1793)
- The youngest daughter of Holy Roman Emperor Francis I and Maria Theresa
- Her marriage to future King Louis XVI was to strengthen an alliance between France and Austria
- Deeply unpopular because of her Austrian origin and alleged wastefulness
- Dubbed ‘Madame Deficit’, Marie was perceived as the cause of France’s financial problems

**DUC D’ORLÉANS, LATER KNOWN AS PHILIPPE Egalité**
(1747–1793)
- Liberal noble, cousin of King Louis XVI, prince of the blood and head of the d’Orleans family
- Owner of the Palais-Royal
- Elected a Second Estate deputy for the Estates-General
- Among the group of nobles who joined the Third Estate after the declaration of the National Assembly

**COMTE DE MIRABEAU**
(1749–1791)
- Liberal noble elected as a Third Estate deputy for the Estates-General
- Gifted orator who dominated the National Assembly during the early years of the revolution
- Influenced by the British constitution, he supported strong executive powers of the Crown
- His defiant retort at the end of the Royal Session (23 June 1789) ensured his revolutionary legacy: ‘We are here by the will of the people, and we will only be dispersed by the force of bayonets’

**EMMANUEL JOSEPH (ABBÉ) SIEYÈS**
(1748–1836)
- Priest and author
- Wrote the radical pamphlet *What Is the Third Estate?*
- Elected a Third Estate deputy for the Estates-General
- Best known for writing that the Third Estate was ‘everything, but an everything shackled and oppressed’

**MARQUIS DE LAFAYETTE**
(1757–1834)
- Hero of the American War of Independence
- Liberal noble elected a Second Estate deputy for the Estates-General
- A man of 1789, who was influential during the early years of the revolution
- First commander of the newly-formed National Guard in July 1789

**CAMILLE DESMOULINS**
(1760–1794)
- Lawyer, publicist and journalist
- Unsuccessful in his bid for election to the Estates-General
- In the wake of Necker’s dismissal, he urged Parisians at the Palais Royal (12 July 1789) to arm themselves
- Argued for the king to return to Paris in October 1789
**KEY MOVEMENTS**

**RÉVEILLON RIOTS (26–29 APRIL 1789)**
- Riots broke out in the St Antonie district of Paris at a factory for luxury wallpaper owned by Jean-Baptiste Réveillon
- Réveillon had made some comments that were interpreted as an intention to lower wages
- In context of high unemployment, food shortages and economic stress the comments sparked the first mob violence of the revolution
- French Guard restored order after 25 people were killed and several properties were destroyed

**STORMING AND FALL OF THE BASTILLE (14 JULY 1789)**
- Government prison on the east side of Paris was attacked by a mob of around 1000 armed civilians
- Rioters primarily sought access to the large store of munitions
- Prison governor de Launay surrendered and was killed
- Only seven people were detained in the prison at the time: four forgers, two ‘lunatics’ and one ‘deviant’ aristocrat

**GREAT FEAR (JULY–AUGUST 1789)**
- Series of peasant riots and uprisings in the countryside across France
- Emerged in response to news of the fall of the Bastille
- Based on rumours that the nobles were plotting to destroy the summer harvest to punish peasants for their resistance to paying feudal dues
- Peasants attacked noble castles demanding the release and destruction of manorial rolls, feudal documents which stated peasants’ obligations to nobles

**OCTOBER DAYS (5–6 OCTOBER 1789)**
- A spontaneous, militant movement involving over 7000 market women of Paris
- Prompted by concerns over the price and availability of bread, and the king’s refusal to endorse the August Decrees and Declaration of the Rights of Man and Citizen
- Influenced by agitators at the Palais-Royal, women invaded the royal palace at Versailles
- Movement was successful in getting the king, royal family and National Assembly to move from Versailles to Paris

Write a sentence summarising the contribution of each movement to the revolution.


**TOPIC 1: TENSIONS UNDER THE ANCIEN RÉGIME (1774 TO 1789)**

### Absolute monarchy and divine right
- In a 1766 speech to the Parlement of Paris, Louis XV set out the traditional extent of his authority:
  - Undivided sovereignty resides in the person of the king
  - The courts exist to administer justice in the name of the king
  - Laws are enacted by the king on his own initiative
  - Government of the kingdom, including the maintenance of public order, rests in the hands of the king
  - The rights and interests of the nation are one and the same as the king’s
- The traditional interpretation of the king’s powers were passed on to Louis XV’s heir, Louis XVI

### Bourbon dynasty
- The Bourbon dynasty was the ruling house of France, a branch of the Capetian dynasty and a major European royal family
- The first Bourbon king of France, a direct ancestor of Louis XVI, was Henry IV, who ruled from 1589 to 1610

### Feudal society
- French landowners exercised a great deal of power over workers (generally peasants working the land)
- Seigneurialism required peasants to pay dues to seigneurs (lords) and perform certain tasks such as the corvée (unpaid labour)

### Inequities and inefficiencies
- The Third Estate had to pay many taxes, such as the taille (land tax), gabelle (salt tax), vingtième (income tax) and capitation (tax on each person)
- Some provinces were exempt from direct taxes while others had heavy taxes (northern areas heavily taxed)
- Seigneurial (feudal) dues varied between 3% and 25%
- Laws varied by region and by origin (e.g., ancient Roman law, medieval feudal law, common law)
- There were customs barriers between towns and provinces

### Three estates
- The estates of the realm were: First Estate – ordained members of the Church hierarchy; Second Estate – nobles; and Third Estate – commoners

### Bourgeoisie
- The bourgeoisie was the urban upper-middle-class of the Third Estate
- The class included lawyers, doctors, bankers, brokers, manufacturers and bureaucrats

### Peasant grievances
- Peasants were aggrieved at the inequities above. When a series of poor harvests created poverty and food scarcity, the entrenched inequality of French society began to unravel

### Parlements
- These were royal courts of appeal
- The function of the thirteen Parlements was to administer justice and register, remonstrate and publish royal edicts

### Society of Thirty
- The Society was an informal gathering of over fifty liberal (progressive or enlightened) nobles and bourgeois who argued for a constitution for France to provide for the welfare of the people. They advocated more political representation for the Third Estate

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**COMPOSITION OF THE FRENCH POPULATION IN 1789 (estimated at 28 million)**

- Nobility: 1%
- Clergy: less than 1%
- Peasants: 65%
- Artisans: 9%
- Bourgeoisie: 9%
- Serfs: 3%
- Labourers: 18%

**NOTES**
MINDMAP: CAUSES OF THE REVOLUTION

**Political**
- King's dismissal of Necker (11 July 1789) triggers chaos
- Storming of Bastille reflects increasing mood of revolution and violence in Paris
- Great Fear (July–August 1789) prompts nobles to renounce privilege
- August Decrees and Declaration of Rights of Man and Citizen

**Economic**
- Successive poor harvests lead to poverty and starvation
- Liberal economists' deregulation of grain market:
  - ↑ bread prices
  - ↓ food availability
- Heavy taxes and duties on Third Estate:
  - taxe gabelle, corvée, vingtième, taille
- Economic strain = political problem for king's government

**Social**
- Clergy and nobility prosper at expense of commoners in deeply unequal system
- Third Estate aspires to political equality with other estates
- Influential bourgeoisie assume leadership of Third Estate
- Birth of 'public opinion' as an influence on decision-making

**Fiscal**
- Inefficient taxation system:
  - no central treasury, corrupt tax farming practices, privileged-order exemptions
- Crown debt high due to involvement in foreign wars such as American Revolution
- Necker's Compte Rendu (1781): opens books to public but conceals deficit
- Louis XVI tries to reform tax system so that privileged pay more
- Tax reforms rejected by Parlements and Assembly of Notables

**Ideological**
- Philosophes: Enlightenment ideas challenge Church and monarchy
- Voltaire: critique of organised religion
- Rousseau: social contract and general will
- Montesquieu: separation of powers as a system of checks and balances between executive, legislative and judiciary branches of government
- The success of the American War of Independence provides an example of a rebellion against an unelected and thus illegitimate government

**Legend**
- LT: Long-term cause
- MT: Medium-term cause
- Tr: Trigger
OVERVIEW OF SCHOOL ASSESSED COURSEWORK TASKS (SACs)

50% of your marks in History: Revolutions are derived from School Assessed Coursework tasks (SACs). These are tasks devised by your teacher to assess your level of knowledge and skill, which you will complete throughout the school year.

At the beginning of each Area of Study, your teacher should tell you the following:

• the date(s) of each SAC
• the format of each SAC
• the time you will receive to complete each SAC, and what materials are permitted
• how each SAC will be assessed
• what is required to achieve full marks on each SAC.

It is helpful to ask your teacher to provide you with sample SAC questions and exemplar responses to past SACs, but they are not necessarily required to do this.

You will complete at least four SACs in History: Revolutions, with one in each of the following formats.

HISTORICAL INQUIRY

This SAC will focus on undertaking independent historical inquiry. This means you will use a question to guide an investigation of the past, gather relevant evidence, and use that evidence to develop an argument.

Your teacher may permit you to frame your own inquiry question for this SAC. In this case, you should consult with your teacher to ensure that your question is well balanced. A question which is too broad will yield a poorly-focused report, while a question which is too narrow will prove difficult to research and answer. Strong questions for Area of Study 1 will focus on evaluating how a particular idea, individual, popular movement or event contributed to the revolution. Strong questions for Area of Study 2 will focus on evaluating how the revolutionary government responded to particular challenges, or on evaluating the degree of change and continuity experienced by a particular group in society.

ANALYSIS OF PRIMARY SOURCES

This SAC will focus on analysing primary sources about the revolution, such as transcripts of speeches, political manifestos, political cartoons, and propaganda posters. Your teacher will provide you with several primary sources, and you will be required to examine these carefully and answer a set of questions using these sources.

When working with primary sources, it is important to pose intelligent questions that help you to contextualise them and evaluate their usefulness as historical evidence. To prepare for the SAC, you might practise unpacking some sources using the method below:

### ASPECT GUIDING QUESTIONS

| Format | What type of source is this? E.g. speech, poster, cartoon.  
| Format | How might the source’s format affect its context, purpose and reliability? |
| Context | When was the source created?  
| Context | What insight does it provide into the period being studied? What people, groups, or events are discussed or depicted in this source?  
| Context | How does this source fit in to the larger history we are studying? |
| Perspective | Who created the source?  
| Perspective | What view of the past does this source present? To what extent might this be influenced by the creator’s involvement in the event/development? |
| Purpose | Who is the intended audience?  
| Purpose | What effect is the author hoping to have on them? |
| Strength of evidence | Are the claims or views expressed in this source corroborated by other sources of evidence?  
| Strength of evidence | To what extent does the source present a compelling argument or viewpoint? What, if anything, would make you doubt its claims/depictions? |
GENERAL GUIDANCE FOR SACS AND EXAMS

HOW TO USE YOUR READING TIME EFFECTIVELY

Read every question twice at least. Unpack each question methodically. What is the instructional verb? (See examples below). What are the limitations on what you can discuss? (e.g. time frame, focus of questions). What is it that your teacher or the examiners are looking for, and why?

After you have read the questions, examine the sources thoroughly (where applicable). If time permits, read each written source twice, so that you don’t miss any subtle nuances or details.

As you read through the questions, develop mental plans for 10 and 20 mark questions. What will your main points be? What relevant facts or quotes will you use?

HOW TO UNPACK QUESTIONS

Take time to ‘listen’ to the question before thinking of the answer, rather than assuming you know what the question will be about the first time you glance at it. It is helpful to:

• read all parts of a question before beginning to answer
• read every question at least twice
• highlight the key terms of the question
• refer back to the question after you finish writing each discussion point

Well-prepared students often lose marks because they overlook or ignore requirements of the question. You need to focus on what your teacher or the examiners want you to show, not what you want to say:

Firstly, you must identify the instructional verb or command term in each question. Following is a list of instructional verbs you may encounter in your assessment tasks, and what they require you to do:

<table>
<thead>
<tr>
<th>Identify</th>
<th>Extract or list the most relevant information.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe</td>
<td>Give an account of the main features of a concept or source.</td>
</tr>
<tr>
<td>Outline</td>
<td>Provide a summary of the most relevant or essential points.</td>
</tr>
<tr>
<td>Compare</td>
<td>Discuss similarities and differences between two concepts or sources.</td>
</tr>
<tr>
<td>Explain</td>
<td>Provide a methodical commentary on how or why something occurred. Break your response into separate discussion points. Offer commentary on causes, responses and outcomes.</td>
</tr>
<tr>
<td>Analyse</td>
<td>Break a concept into its components – for example, the different causes of a revolution – and explain each of them in a connected manner.</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Present a judgement. Discuss strengths/merits and weaknesses/limitations, and use these to support an overall opinion.</td>
</tr>
</tbody>
</table>

Secondly, you need to identify the scope and limitations of the question. Below is an example of how you can unpack a question.

The key verb ‘explain’ tells you that you need to develop a structured discussion that explores this concept in several steps.

**Discuss**

Present a fluent and coherent viewpoint or interpretation on a topic. Organise your justifications or reasons into separate discussion points. Support with evidence.

**To what extent**

Present a judgement as to how much you agree with a proposition. Discuss factors which support and challenge the idea in the question, and use these to support an overall opinion.

**Explain how reforms to the Church contributed to the new regime’s consolidation of power between 1789 and 1792 (10 marks)**

Your analysis should apply your facts to the concept of consolidating power. Therefore, after giving the facts, you need to explain how this helped to consolidate the new regime’s power.

**To what extent**

The key verb ‘explain’ tells you that you need to develop a structured discussion that explores this concept in several steps.

**Discuss**

Present a fluent and coherent viewpoint or interpretation on a topic. Organise your justifications or reasons into separate discussion points. Support with evidence.

Secondly, you need to identify the scope and limitations of the question.

Below is an example of how you can unpack a question.

**Question Type** | **Mark Value** | **Time Allocation**
--- | --- | ---
Extended Response | approx. 10 marks each | approx. 15 minutes each
Source Analysis parts A and B | approx. 5 marks each | approx. 7.5 minutes each
Source Analysis part C | approx. 10 marks each | approx. 15 minutes each
Essay | approx. 20 marks | approx. 30 minutes

HOW TO MANAGE YOUR TIME

Bring a watch into all SACs and the exam and place it at the top of your table (note that smart watches and fitness trackers are not allowed in exams). Regularly check your watch to ensure that you don’t spend too long on one question – and thus leave yourself insufficient time to complete the rest.

You should divide your time equally between questions. For example, if you have a 100 minute SAC with questions totalling 50 marks, then for every 1 mark allocated to a question, you should devote 2 minutes of writing time. A 5-mark question would be allocated 10 minutes, while a 20-mark question would be allocated 40 minutes.

The exam has 120 minutes of writing time to complete questions totalling 80 marks. Therefore, for every 1 mark allocated to a question, you should devote 1½ minutes of writing time. This means:

<table>
<thead>
<tr>
<th>Question Type</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Extended Response</td>
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<tr>
<td>Essay</td>
<td>approx. 20 marks</td>
<td>approx. 30 minutes</td>
</tr>
</tbody>
</table>
Once you have reached the end of the time allocated to a question, move on to the next question. Incomplete answers still earn marks. You are likely to achieve higher marks by giving an incomplete answer to every question on an assessment than you will if you give detailed responses to a few questions, and leave the rest blank.

If you have extra time at the end, re-read the exam paper, checking that you have answered all the questions. Re-read all your answers and add in any more points.

WHAT TO DO IF YOU RUN OUT OF TIME

If you lose track of time and have only a few minutes left, ensure that you put at least one sentence in response to each remaining question. A single relevant sentence will earn a single mark, and one mark may be enough to make a difference when determining your final study score for History: Revolutions.

TIPS FOR HISTORICAL WRITING

THE INGREDIENTS OF A TOP-SCORING RESPONSE

There are four ingredients in a top-scoring response in History assessments:

Use evidence drawn from factual knowledge (e.g. dates, events, laws, statistics), and from primary sources and historical interpretations (via quotes), where directed.

Gather a bank of evidence and include where directed.

KNOWLEDGE AND EVIDENCE

Analyse causes, motives, effects, responses, outcomes and significance. If required by the question, offer explicit judgements.

Analyze radical leaders and their significance.

ANALYSIS

Read the question carefully, and ensure that your response is tailored to its demands.

Read widely to appreciate good historical writing, and imitate the techniques in your own responses.

Read widely and use signposts throughout.

STRUCTURE AND CLARITY

Read widely to appreciate good historical writing, and imitate the techniques in your own responses.

Incorporate constructive feedback from peers, parents and teachers to refine your expression.

FLUENCY

BEGINNING YOUR RESPONSE

Don’t make your reader guess where you are going, and don’t hide your answer at the bottom of the page – put the answer to the question in your first sentence!

A good opening sentence will give a direct, concise and complete answer which matches exactly what the question is asking for. Everything you write after the first sentence should simply be backing up, or elaborating upon, your original opening sentence.

Consider the following student responses to the question ‘Explain how the Terror contributed to the consolidation of the power of radicals in France during 1793.’ (10 marks)

<table>
<thead>
<tr>
<th>OPENING SENTENCE</th>
<th>EFFECTIVENESS OF SENTENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Terror helped radical leaders such as Robespierre to consolidate their power significantly during 1793.</td>
<td>This is a typical, but weak opening sentence. It simply repeats the question, and provides no indication of where the response is going.</td>
</tr>
<tr>
<td>The Terror gave radicals such as the Montagnards/Jacobins an opportunity to consolidate their control of revolutionary government and its institutions, enabling them to respond to the more extreme demands of the sans-culottes.</td>
<td>This is a strong opening sentence. The student has introduced the key groups they will focus on and their relationship to the Terror.</td>
</tr>
<tr>
<td>The Terror emerged in the radical stage of the revolution as the product of (and the means of further consolidating) the revolutionary government during 1793; it enabled the Jacobins to ensure victorious among revolutionary factions to create the Constitution of 1793 and the Great Terror.</td>
<td>This is a strong opening sentence. The student has introduced several sophisticated ideas they will discuss.</td>
</tr>
</tbody>
</table>

SIGNPOSTING

To make it easy for a reader to follow your arguments, you should make active use of signposts. These are words and phrases that indicate the purpose of key sentences in your response.

SIGNPOSTING THE START OF A NEW DISCUSSION POINT

- Firstly,
- Secondly,
- Additionally,
- Furthermore,

SIGNPOSTING A CAUSE-EFFECT RELATIONSHIP

- As a result...
- This led to...
- This caused...
- This culminated in...

SIGNPOSTING ANALYSIS OF SIGNIFICANCE

- This shows...
- This reveals...
- This demonstrates...
- Therefore...

SIGNPOSTING THE END OF A QUOTE

- Depicted in Source 1 by...
- Source 1 reflects the view that...
- Source 1 discusses the idea that...

These signposts make your response easier to understand. Practice using them in your writing, and you’ll see a significant improvement in your exam results.
RESPONDING TO SOURCE ANALYSIS QUESTIONS

SOURCE ANALYSIS PART A
The wording and mark value of these questions will vary. They are likely to be worth approximately 5 marks, and to require either analysis of source(s) in light of your own knowledge, or comparison of more than one source. Your responses will be approximately 125 words or ½ a page in length.

Select a range of highly relevant quotes from any written sources provided, and specific features of any visual sources. Ensure that you integrate these into your response, and signpost them with phrases like ‘as shown in Source 1’. If the question asks you to use multiple sources in your response, then ensure that you select at least one discussion point from each source mentioned in the question. You are UNLIKELY to be asked to assess the strengths and limitations of sources in the exam.

EXEMPLARY RESPONSE
Using Source 1 and your own knowledge, explain how the American Revolution contributed to the outbreak of revolution in France. (5 marks)

Source 1 notes that the American Revolution ‘had an immense influence upon French political thought’. Ideas emanating from the Enlightenment regarding liberty and equality and popular sovereignty that had been instrumental in the American Revolution gained popularity in France, even among the nobility. As Source 1 states, the Comte de Segur wrote that ‘liberty delighted us by its daring, and equality by its agreeableness’. When Benjamin Franklin visited France in 1777 he had an ‘enthusiastic reception’. The influence of the American Revolution was especially strong amongst the bourgeoisie, who lacked political representation and resented the inequalities that existed in France. They looked to America as an example. American colonists had claimed ‘a right to govern [themselves] according to the dictates of reason rather than the capricious will of despots’. Many Frenchmen had ‘fought with the insurgents’ in America and, therefore, brought back these ideas with them. Individuals such as Marquis de Lafayette were ‘desirous of utilizing in their country the stirring experiences of America’. (165 words)

The student clearly signposts their use of the source with the phrase ‘Source 1 notes...’

Points extracted from the source are illustrated with short direct quotes.

All points extracted from the source are supported by broader knowledge, as instructed by the question.

SOURCE ANALYSIS PART B
The wording and mark value of these questions will vary. They are likely to be worth approximately 5 marks, and are likely to focus on combining evidence from the source(s) with evidence from your own knowledge to form a clear, concise explanation. Your response should be at least 125 words or ½ a page in length.

Select at least two highly relevant quotes from written source(s) provided and/or specific features of visual source(s). Ensure that you integrate these into your response, and signpost them with phrases like ‘as shown in Source 1’. It is a good idea to refer to the source(s) before bringing in your own knowledge.

If so directed by the question, form connections between the ideas in the source(s) and your own knowledge. You will find this easier if you use connective phrases, like those listed below.

The source

Your factual knowledge

...captured the idea that...

Your factual knowledge

...exemplified the belief that...

Your factual knowledge

...reflected the fact that...

Your factual knowledge

...however, in reality...

Your factual knowledge

...but this is misleading, because...

EXEMPLAR RESPONSE
Using the sources provided and your own knowledge, explain the major resentments of the Third Estate under the Ancien Régime. (5 marks)

Source 1 portrays the Third Estate (commoners) being crushed by the heavy levies imposed upon them in France prior to the revolution. The Third Estate resented the system of entrenched privilege and social inequality, and the culture of deference that existed under the Ancien Régime. The Third Estate bore the brunt of taxation, as the First and Second estates (the clergy and nobles) were exempt from many of the taxes paid in France. The lack of social mobility within France also created hostility between the bourgeoisie (prosperous members of the Third Estate) and the nobility. The bourgeoisie controlled about 25% of the land and owned 50,000 of 50,000 noble offices. This figure reflects their desire for self-improvement, to move away from ‘common status’ and into the higher ranks of society. However, as noted in Source 2, ‘bourgeoisie pinned their hopes and fortunes on entry into the nobility’ but were still ‘outsiders’. Furthermore, the bourgeoisie resented their lack of political voice and, influenced by Enlightenment ideas, desired popular sovereignty. (170 words)

A reference to a visual feature of the source used clearly to support the argument, and this is clearly marked with a signpost phrase.

Clear, one-sentence direct response to the question.

Specific evidence from own knowledge is provided, such as statistics.

Quote from written source is used to support argument, this is clearly marked with a signpost phrase (‘as noted in Source 2’)
On the Revolutions exam, you will be provided with a choice of questions. You must use different revolutions to answer the questions in Section A and Section B. You must not choose the same revolution for both sections.

This book contains practice questions on the French Revolution from both sections of the exam paper. In a real exam, you would only answer one of these sets of questions. You can see practice questions on your other revolution by purchasing the relevant Exam and Study Guide from HTAV, or by downloading past examinations from the VCAA website. You can find past exam papers, assessment reports, and a copy of the answer book on the VCAA website: http://www.vcaa.vic.edu.au/Pages/vce/studies/history/revolutions/exams.aspx

**HISTORY: REVOLUTIONS (FRANCE)**

**Written examination**

Date: _________________

Reading time: _____ to _____ (15 minutes)

Writing time: _____ to _____ (2 hours)

**QUESTION BOOK**

**Structure of book**

<table>
<thead>
<tr>
<th>Section</th>
<th>Number of questions</th>
<th>Number of questions to be answered</th>
<th>Number of marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3</td>
<td>3</td>
<td>40</td>
</tr>
<tr>
<td>B</td>
<td>2</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Note: This is a sample cover page only)

**Disclaimer:** The HTAV takes no responsibility should the examination paper you sit actually differ in layout or design to this sample paper. Nor does the HTAV claim, in any way, that the questions in this sample paper will be those you will actually answer in the final examination. Please note the number of pages in this sample exam may differ to the VCAA examination paper.

- Students are to write in blue or black pen.
- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners and rulers.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or correction fluid/tape.
- No calculator is allowed in this examination.

**Materials supplied**

- Question book of 5 pages, including assessment criteria for the essay in Section B on page 85.

**Instructions**

- All written responses must be in English.

**At the end of the examination**

- You may keep this question book.

Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.
**RESPONSE GUIDE**

NB. The responses below are given as examples only. A variety of responses are possible.

**SECTION A – QUESTION 1A (5 MARKS)**

Using Source 1 and your own knowledge, outline Louis XVI’s characteristics as a ruler.

**GUIDANCE:** A top-scoring response to this question will provide an overview of the relevant points in Source 1, including short, direct quotes and/or paraphrasing in order to make inferences from the source, and reference to broader knowledge in the form of factual information.

**SAMPLE RESPONSE:** Source 1 states that Louis XVI has been interpreted in various ways by historians, as a ‘hero, an incompetent, a martyr or a culprit’. Furet contends that Louis was in fact more ordinary than this – someone with a ‘simple nature’ who was ‘ill adapted for the role he had to assume’. Furet suggests that Louis did not fill the mould of the extravagant and selfish French monarchs that came before him, as he was ‘too serious’, ‘too faithful’, ‘too thrifty’ and ‘too courageous’. Certainly, Louis did not fully comprehend the circumstances in which he found himself, becoming king at a time when the monarchy’s authority was being radically challenged by new ideas emanating from the Enlightenment. At times his leadership and political judgement were lacking and, although ‘honourable’ as Furet claims, he showed poor handling of situations such as the Estates-General, where he inflamed public anger by being accompanied by soldiers and refusing to allow the three orders to meet in common. (161 words)

**SECTION A – QUESTION 1B (5 MARKS)**

Using Source 2 and your own knowledge, explain how the French public perceived Marie Antoinette’s lifestyle.

**GUIDANCE:** A top-scoring response to this question will identify what Source 2 indicates about public perceptions of Marie Antoinette’s hamlet at Versailles and other aspects of her lifestyle, and give further factual information about perceptions of the queen.

**SAMPLE RESPONSE:** Source 2 states that ‘a lot of money’ has been spent keeping Marie Antoinette’s specially-made village at Versailles, Petit Trianon, ‘looks like a poor village’. The Marquis de Bombelles suggests that the money would have been better spent improving the actual houses of villagers nearby. He reflects a common perception that the queen was insensitive to the plight of the poor when he says that the she appeared to be ‘making a game out of poverty’. Marie Antoinette gained the nickname of ‘Madame Deficit’ when she was unfairly thought to have attempted to commit fraud for her own purposes in the Diamond Necklace Affair. The queen was reputed to spend her time gambling and at masquerade balls. (131 words)

**SECTION A – QUESTION 1C (10 MARKS)**

Evaluate the attitudes and actions of Louis XVI and Marie Antoinette as a cause of the revolution. Use evidence to support your response.

**GUIDANCE:** A top-scoring response to this question will analyse how important Louis XVI and Marie Antoinette were to the outbreak of the revolution. Compare the views presented in the sources provided with factual evidence and other quotes from primary sources and historians. There is no particular structure required but it is important to organise your ideas logically and clearly. It is highly advisable to use paragraphs and signpost phrases to organise your ideas.

**SAMPLE RESPONSE:** Louis XVI and Marie Antoinette played a significant part in causing the revolution; he was unable to address long-term inequalities or the financial and political crisis quickly enough, while her attitude was out of step with the times. However, the Enlightenment and natural disasters also contributed to the revolution.

When Louis XVI ascended the throne (1774), he inherited a kingdom already in financial trouble due to mismanagement and inefficient taxation systems. His involvement in the American War of Independence (1778–83), against advice, added to the 112 million livres deficit accumulated by 1786. As Furet states in Source 1, Louis with ‘his simple nature’ was ‘ill adapted for the role he had to assume’. When the Assembly of Notables (February–March 1787) rejected Calonne’s land tax reform proposal, Louis’ attempts to force the reforms on the Parlements met with failure. Historian Albert Soboul supports Furet’s view of Louis when he says that ‘the paralysis of the monarchy that resulted in a quarrel between the king and the nobility led to revolution’. Furthermore, Louis’ rejection of verification and voting reforms at the Estates-General (May 1789) prompted the Third Estate to declare the National Assembly (17 June), giving them momentum. According to historian Michael Adcock, this was ‘a challenge … to royal authority itself’.

Indeed, historian Norman Hampson argues that the Enlightenment ‘eroded Louis’ unquestionability, allowing people to challenge existing social structures’. Revolutionary pamphlets such as Abbé Sieyès’ ‘What is the Third Estate?’ were influenced by Rousseau’s ideas about popular sovereignty. The statement that the Third Estate was ‘everything’ prompted members of the Third Estate to demand a constitution when they swore the Tennis Court Oath (20 June 1789). This change in the political climate would have been a challenge for any monarch.

However, Marie Antoinette’s attitude and lifestyle did not help matters. According to Source 2, ‘a lot of money’ was spent keeping the queen amused in the midst of the ‘suffering of [her] subjects’. Her creation of a ‘poor village’ at Versailles came across as ‘a game’. This view is supported by the queen’s own comment to the Austrian ambassador in 1777 – ‘I am terrified of being bored’. Although she was not responsible for the natural disasters (drought, poor harvests and the harsh winter of 1788/89) that created food shortages and desperation, negative perceptions of the queen helped to legitimise calls for drastic change in 1789. (397 words)