

FRENCH REVOLUTION

STUDY AND EXAM GUIDE

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HTAV's *French Revolution Study and Exam Guide*

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CONTENTS

REVISION CHECKLISTS 5

Revision Checklist—Area of Study 1: Causes of Revolution (1774 to October 1789) 5

Revision Checklist—Area of Study 2: Consequences of Revolution (October 1789 to 1795) 8

AREA OF STUDY 1: CAUSES OF REVOLUTION (1774 TO OCTOBER 1789) 10

Timeline of Key Events 10

Key Ideas 12

Key Individuals 14

Key Movements 16

Topic 1: Tensions under the Ancien Régime (1774 to 1789) 18

Topic 2: The Enlightenment and Attempts at Reform (1774 to 1789) 20

Topic 3: The Aristocratic Revolt and Demands for Reform (1787 to August 1788) .. 24

Topic 4: Towards Popular Sovereignty (September 1788 to June 1789). 27

Topic 5: The Revolution Materialises (July to October 1789) 31

Mindmap: Causes of the Revolution 34

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.

REVISION CHECKLISTS

AREA OF STUDY 2: CONSEQUENCES OF REVOLUTION (OCTOBER 1789 TO 1795) 36

Timeline of Key Events.....	36
Key Individuals	38
Key Groups	40
Topic 1: Early Reforms (November 1789 to 1790)	42
Topic 2: The End of the Revolutionary Consensus (1791 to August 1792)	47
Topic 3: War Emergency and the Terror (September 1792 to mid-1794)	50
Topic 4: The Thermidorian Reaction and the Consolidation (mid-1794 to 26 October 1795)	54
Topic 5: Changes to Everyday Life (1789 to 1795)	56
Mindmap: Consequences of the Revolution	58




GUIDE TO ASSESSMENT IN HISTORY: REVOLUTIONS 60

Overview of School Assessed Coursework tasks (SACs)	60
Overview of the Examination.....	63
How are SACs and the Exam Assessed?.....	64
General Guidance for SACs and Exams.....	66
Tips for Historical Writing	68
Responding to Source Analysis Questions	70
Writing Extended Responses	75
Writing Essays	77

SAMPLE EXAM AND RESPONSE GUIDE 80












Section A	82
Section B	84
Response Guide	86




ONLINE FRENCH REVOLUTION KEY KNOWLEDGE QUIZZES..... 94

LEGEND	
	key ideas
	key individuals
	key movements
	key events

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 AOS1 KEY KNOWLEDGE		REVISED (tick when complete)
TOPIC 1 Tensions under the Ancien Régime (1774–1789)	 Absolutism, absolute monarchy, rule by divine right	
	 Ancien Régime, feudal society, estates of realm	
	 Culture of deference	
	 Louis XVI, Marie Antoinette, Bourbon dynasty	
	 Social inequalities, noble and clerical privilege	
	 Friction between monarchy and Parlements	
	 Peasant grievances	
	 France's support for American War of Independence	
	 Failed attempts at reform: Necker, Calonne, Loménie de Brienne	
	 Necker's <i>Compte Rendu au Roi</i>	
	 Marquis de Lafayette	

FRANCE AOS1 KEY KNOWLEDGE		REVISED (tick when complete)
TOPIC 2 The Enlightenment and Attempts at Reform (1774–1789)	 <i>Philosophes</i> : 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	

FRANCE AOS1 KEY KNOWLEDGE		REVISED (tick when complete)
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.













FRANCE AOS1	KEY QUOTE			Tick when complete
Inequalities of Ancien Régime	i)	ii)	iii)	
Louis XVI’s actions	i)	ii)	iii)	
Enlightenment ideas	i)	ii)	iii)	
Pamphlet war, including Sieyès’ <i>What Is the Third Estate?</i>	i)	ii)	iii)	
Economic factors, including bankruptcy of Crown	i)	ii)	iii)	
Power struggles, e.g. ‘war with Parlements’, Assembly of Notables	i)	ii)	iii)	
Political events, e.g. formation of National Assembly, Declaration of the Rights of Man and Citizen	i)	ii)	iii)	
Attempts to abolish feudalism, e.g. Night of 4 August, August Decrees	i)	ii)	iii)	
Popular events, e.g. October Days, Women’s March, Day of the Tiles, Réveillon Riots	i)	ii)	iii)	

LEGEND	
	challenges in consolidating power
	compromises to ideals
	key individuals
	diverse experiences

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		REVISED (tick when complete)
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	
	 <i>Sans-culottes</i>	
TOPIC 3 War Emergency and the Terror (September 1792–mid-1794)	 Revolutionary ideologies	
	 Louis XVI's trial	
	 Maximilien Robespierre	
	 Georges Danton	
	 'Terror until Peace'	
	 Committee of Public Safety	
	 Jean-Paul Marat	

FRANCE AOS2 KEY KNOWLEDGE		REVISED (tick when complete)
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	
TOPIC 5 Changes to Everyday Life (1789–1795)	 Constitution of Year III	
	 Peasants	
	 Nobility and bourgeois elites	
	 Religion	
	 Women	
	 Trade and commerce	
	 Law and politics	

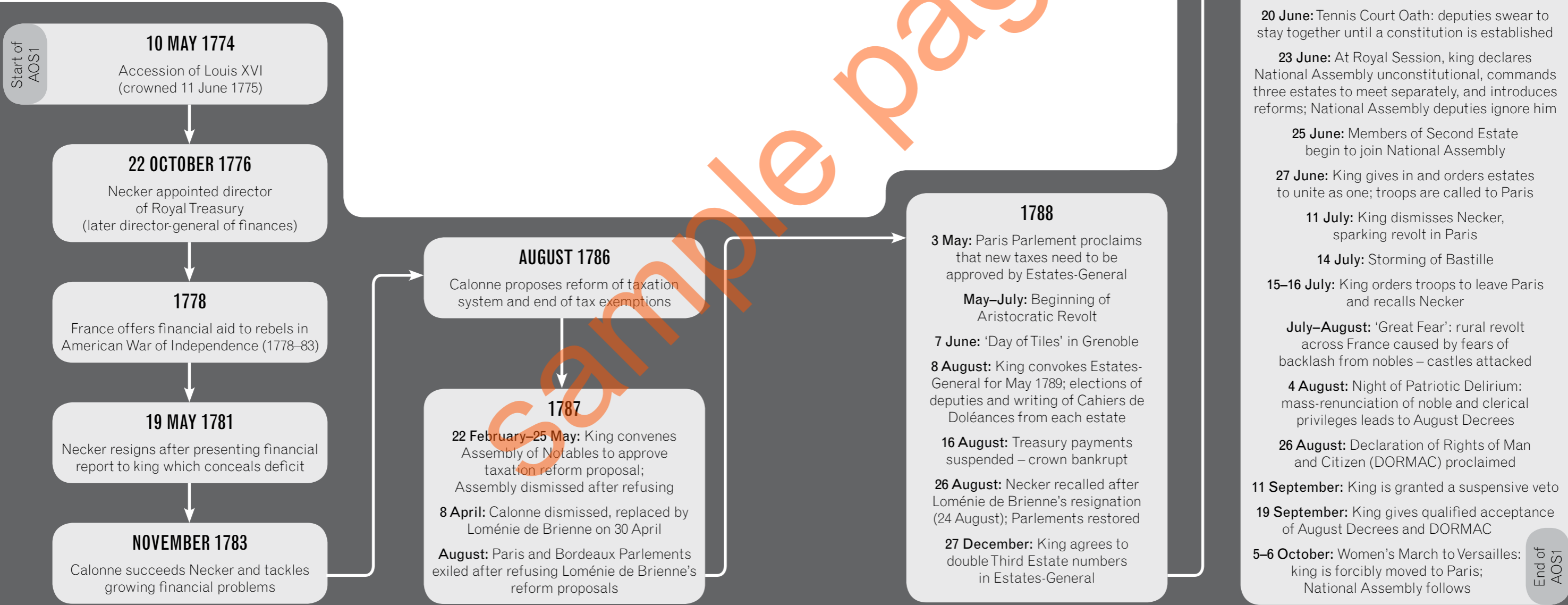
KEY QUOTES

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	i)	ii)	iii)	
Hostility of foreign powers and papacy	i)	ii)	iii)	
Divisions over revolutionary aims/methods	i)	ii)	iii)	
Insurrections and uprisings	i)	ii)	iii)	
Terror	i)	ii)	iii)	
Thermidorian Reaction	i)	ii)	iii)	
Changes in everyday life	i)	ii)	iii)	
Role of Robespierre	i)	ii)	iii)	
Political reforms, e.g. popular sovereignty, representative government, suffrage	i)	ii)	iii)	

AREA OF STUDY 1: CAUSES OF REVOLUTION (1774 TO OCTOBER 1789)

TIMELINE OF KEY EVENTS



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 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)

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)

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



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



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'



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



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'



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



Write down an adjective to describe each key individual.

KEY MOVEMENTS

RÉVEILLON RIOTS (26–29 APRIL 1789)

- Riots broke out in the St Antoine 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

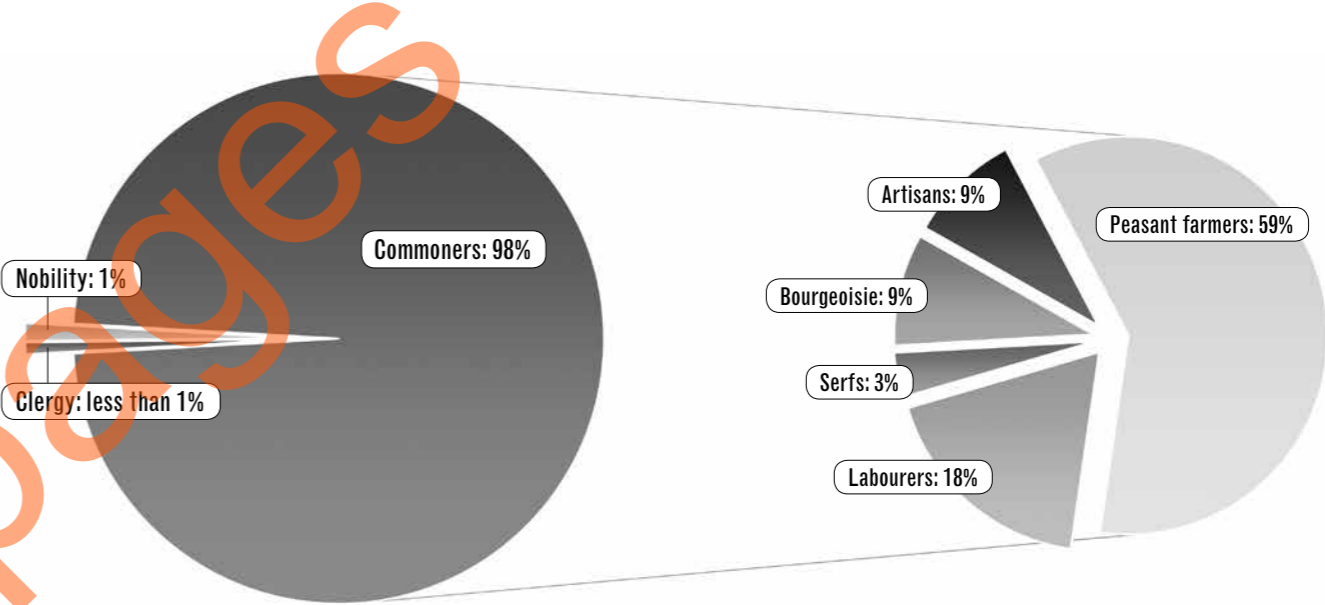


Write a sentence summarising the contribution of each movement to the revolution.

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

Absolute monarchy and divine right	<ul style="list-style-type: none">In a 1766 speech to the Parlement of Paris, Louis XV set out the traditional extent of his authority:<ul style="list-style-type: none">Undivided sovereignty resides in the person of the kingThe courts exist to administer justice in the name of the kingLaws are enacted by the king on his own initiativeGovernment of the kingdom, including the maintenance of public order, rests in the hands of the kingThe rights and interests of the nation are one and the same as the king'sThe traditional interpretation of the king's powers were passed on to Louis XV's heir, Louis XVI
Bourbon dynasty	<ul style="list-style-type: none">The Bourbon dynasty was the ruling house of France, a branch of the Capetian dynasty and a major European royal familyThe first Bourbon king of France, a direct ancestor of Louis XVI, was Henry IV, who ruled from 1589 to 1610
Feudal society	<ul style="list-style-type: none">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 <i>corvée</i> (unpaid labour)
Inequities and inefficiencies	<ul style="list-style-type: none">The Third Estate had to pay many taxes, such as the <i>taille</i> (land tax), <i>gabelle</i> (salt tax), <i>vingtieme</i> (income tax) and <i>capitation</i> (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	<ul style="list-style-type: none">The estates of the realm were: First Estate – ordained members of the Church hierarchy; Second Estate – nobles; and Third Estate – commoners
Bourgeoisie	<ul style="list-style-type: none">The bourgeoisie was the urban upper-middle-class of the Third EstateThe class included lawyers, doctors, bankers, brokers, manufacturers and bureaucrats
Peasant grievances	<ul style="list-style-type: none">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	<ul style="list-style-type: none">These were royal courts of appealThe function of the thirteen Parlements was to administer justice and register, remonstrate and publish royal edicts
Society of Thirty	<ul style="list-style-type: none">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

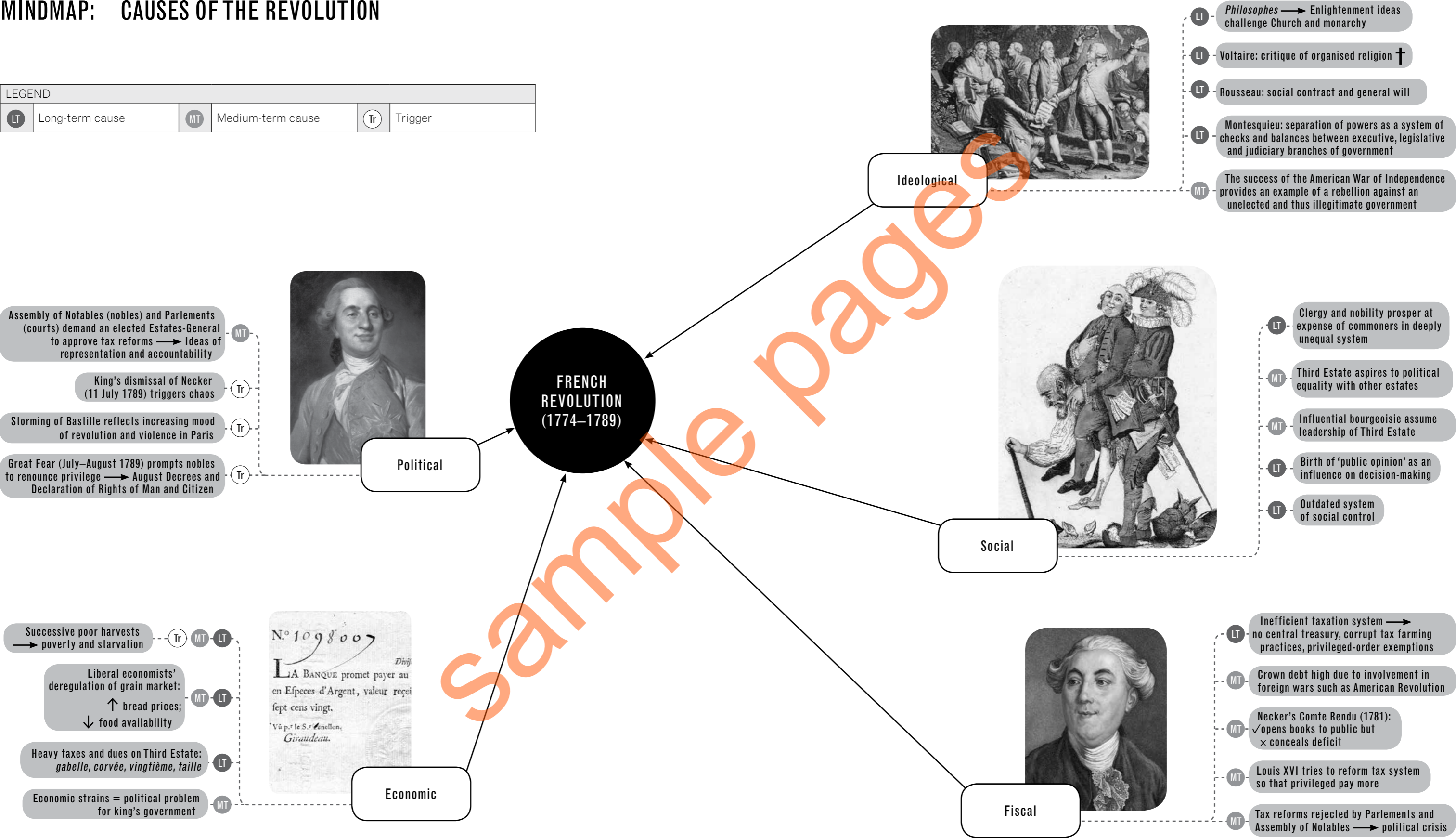
COMPOSITION OF THE FRENCH POPULATION IN 1789 (estimated at 28 million)



NOTES

MINDMAP: CAUSES OF THE REVOLUTION

LEGEND			
LT	Long-term cause	MT	Medium-term cause
Tr	Trigger		



GUIDE TO ASSESSMENT IN HISTORY: REVOLUTIONS

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.

Your teacher might permit you to access research materials in the lessons leading up to this SAC. Consult with your teacher to determine what resources you are permitted to access. Take dotpoint notes in your own words which you can quickly and easily refer to when writing up your inquiry SAC. Ensure that you develop a timeline of key events, and select a range of suitable quotes from primary sources (participants in the action) and historical interpretations (historians' views).

Your inquiry SAC will likely be written up as an extended response or essay, under exam conditions. Appropriate planning, a clear introduction, clear topic and linking sentences, and a clear conclusion will all help your reader to understand your research findings. General guidance on writing a focused response can be found by consulting page 75, 'writing extended responses' and page 77, 'writing essays.' You will also need to ask your teacher about their requirements for the SAC.

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	<ul style="list-style-type: none">• What type of source is this? E.g. speech, poster, cartoon.• How might the source's format affect its context, purpose and reliability?
Context	<ul style="list-style-type: none">• When was the source created?• What insight does it provide into the period being studied? What people, groups, or events are discussed or depicted in this source?• How does this source fit in to the larger history we are studying?
Perspective	<ul style="list-style-type: none">• Who created the source?• 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	<ul style="list-style-type: none">• Who is the intended audience?• What effect is the author hoping to have on them?
Strength of evidence	<ul style="list-style-type: none">• Are the claims or views expressed in this source corroborated by other sources 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:

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

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.

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.

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.

These terms identify the **key knowledge focus**. You will be rewarded for including facts about reforms to the Church, but not other reforms.

This defines the **timeframe** of the question. Use examples from this period (ideally some that apply throughout the whole period). You will not receive marks for content outside of this timeframe.

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:

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

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.

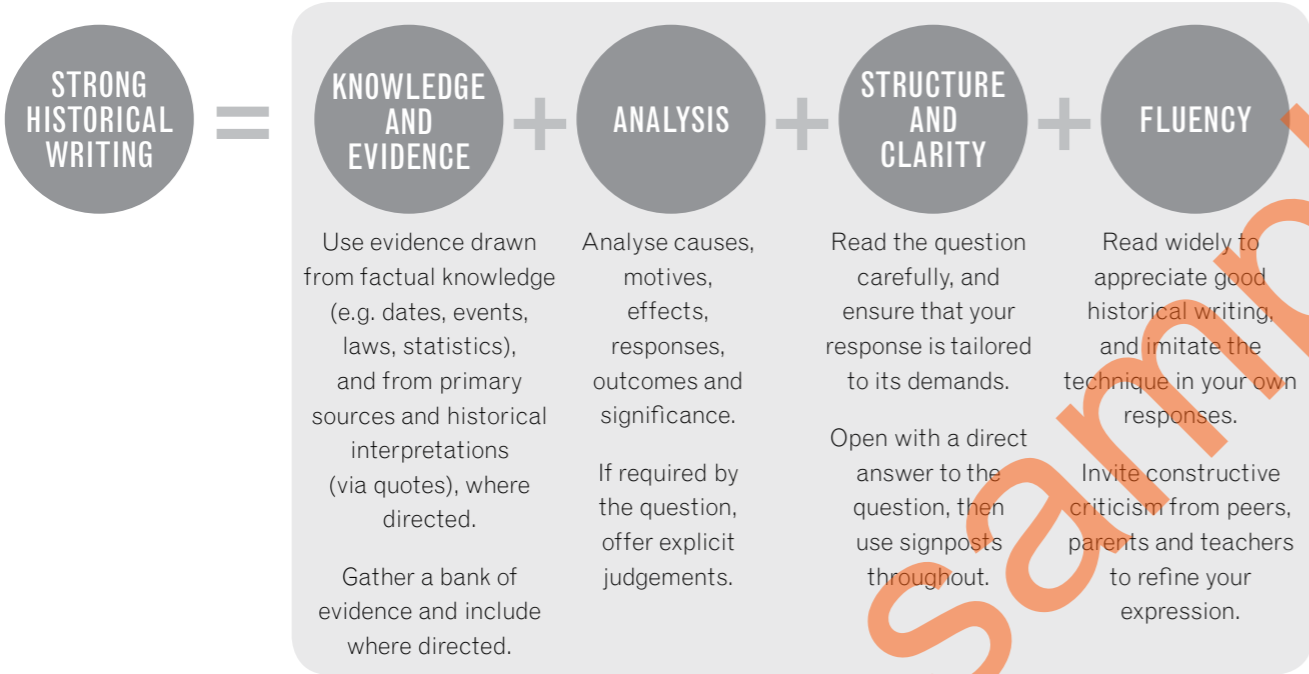
WHAT TO DO IF YOU RUN OUT OF TIME

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:



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)

OPENING SENTENCE	EFFECTIVENESS OF SENTENCE
<i>The Terror helped radical leaders such as Robespierre to consolidate their power significantly during 1793.</i>	This is a typical, but weak opening sentence. It simply repeats the question, and provides no indication of where the response is going.
<i>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.</i>	This is a strong opening sentence. The student has indicated the key groups they will focus on and their relationship to the Terror.
<i>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 emerge victorious among revolutionary factions to create the Constitution of 1793 and the Great Terror.</i>	This is a strong opening sentence. The student has introduced several sophisticated ideas they will discuss.

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 INTRODUCTION OF A QUOTE

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

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.

EXEMPLAR 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 own country the stirring experiences of America’. (165 words)

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	...captures the idea that...	Your factual knowledge
	...exemplifies the belief that...	
	...reflects the fact that...	
	...however, in reality...	
	...but this is misleading, because...	
Your factual knowledge	...reflected in the source by...	The source
	...described in the source as...	
	...depicted in the image as...	
	...highlighted by the source through...	

For example: *Many French people viewed Marie Antionette as extravagant and out of touch with the people, as reflected in Source 1’s depiction of the queen as an ostrich covered in jewels.*

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 39 000 of 50 000 venal 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...’).

SAMPLE EXAM AND RESPONSE GUIDE

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

Section	Number of questions	Number of questions to be answered	Number of marks
A	3	3	40
B	2	2	40
			Total 80

(NOTE: THIS IS A SAMPLE COVER PAGE ONLY)

- 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.

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.

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 fit 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 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 making Marie Antoinette’s specially-made village at Versailles, Petit Trianon, ‘look 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 she appeared to be ‘making a game out of’ poverty. Marie Antoinette gained the nickname of ‘Madame Deficit’ when the French public blamed the financial crisis partly on her lavish spending. In 1785 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 strife due to its corrupt and inefficient taxation system. 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)