

**SOURCE A**

*A variety of grievances are presented by a village in 1789 in a Cahier (list of complaints) drawn up prior to the meeting of the Estates General.*

**We are placed on an arid soil, shackled by the bonds of feudalism, and confused in a maze of laws. No matter how hard we work we cannot meet the burdens put on us by the State. The Church's tithe adds to our burdens and we are crushed. But the best of Kings, our beloved Louis XVI, can hear us. He will lighten our load.**

*Cahier of the village of Le Revest, 1789*

**SOURCE B**

*The American minister (ambassador) to France writes about the warmth of feeling towards the King and Queen at the opening of the Estates General.*

**The King at length arrives and takes his seat, the Queen on his left. He makes a short speech, proper and well-spoken. He is interrupted by acclamations so warm and with much affection. After the speech is over, the King receives a long and moving 'Vive le Roi!' [long live the King!]. The Queen rises and for the first time in several months the sound 'Vive la Reine' [long live the Queen] is heard. She makes a low curtsey and this sets out an even louder acclamation by the Estates General.**

*Gouverneur Morris, Diary 5 May 1789*

**SOURCE C**

*An eye witness reports the violent events of 5–6 October 1789 when the Paris mob forced the royal family to move from Paris to Versailles.*

**Miomandre, a leader of the Royal bodyguard had shouted to the crowd that they loved the King and should not disturb him. There were shouts against the Queen: “We will cut off her head, tear out her heart, fry her liver”. Miomandre was struck by a musket whose trigger penetrated his skull.**

**The heads of M. des Hutes and M. de Varicourt, two of the royal bodyguard killed by the mob, led the procession. The people cried, “We are bringing the baker, Mrs. Baker and the baker’s boy”, disrespectful names for the royal family. The crowd made gross insults to the Queen and threats against the nobles and priests. Such was the vile and barbarous procession in the midst of which the King, Queen and Royal Family arrived in Paris after a humiliating drive of six hours.**

*Memoirs of The Marquis de Ferrières, a moderate deputy, 1821*

**SOURCE D**

*Another eye witness, Louis XVI’s sister, gives an account of the events of 5–6 October 1789.*

**Two thousand women arrived at Versailles, armed with bits of rope and knives. They came to ask for bread, as there was none in Paris. The King’s reply seemed to satisfy them. After fighting between people of Versailles and the Royal Bodyguard the people demanded that the King should come to Paris. M. de La Fayette (the commander of the National Guard) made the people swear allegiance to the King. The Queen spoke with charm and the way she conducted herself pleased the people. There were shouts of ‘Vive le Roi’ and ‘Vive La Reine’ and ‘Vive La Nation’ as well as ‘down with the priests’ that continued until we reached Paris.**

*Elisabeth de Bourbon, letter to a friend in exile, 13 October 1789*

**SOURCE E**

*A modern historian comments on the limitations of the reformers.*

**Turgot viewed himself as liberal; in fact, he was the one who most often used arbitrary arrest, and a number of opponents of his policies ended up in the Bastille prison. The economic reformers, Turgot included, had always been strong on ends and weak on means. They failed to see the contradiction in having liberal aims, but using repressive methods. They also made no allowance for short-term problems – riots, war, Louis XVI’s weakness – that made up the reality of late eighteenth century France.**

*Simon Schama, Citizens, 1989*

OCR – AS GCE  
European and World  
History Enquiries  
F 964

## The Origins and Course of the French Revolution, 1774–95

### QUESTION 1 PART (a)

#### Examiner's Specific Advice

Candidates should aim at a genuine comparison. This is better achieved by a point-by-point approach than by summarising the sources in turn. They should also try to go beyond what the sources say to a consideration of how they differ as evidence. The mark scheme suggests some categories – completeness, authenticity, usefulness in relation to the question and typicality. Both Sources C and D, for instance, refer to the love felt towards the king but they differ in their comments on popular attitudes towards the queen, nobles and priests. Note also that the sources were written at different times, for different audiences and under different circumstances. This should suggest which is the more reliable source.

[Click Here For  
Sources Relating  
to this Question](#)

#### Exemplar Question

1 (a) Study Sources C and D.

Compare these Sources as evidence for popular feeling in October 1789.

[30 marks]

#### Examiner's Exemplar Plan and Answer 1

##### Plan

Background

Source C – why different

Source D – why different

Sum up

The October Days were very violent times when the people of Paris came to the Palace of Versailles led by women to threaten the King and force him back to Paris (1).

Source C shows the people were much more anti the Royal

(1) This is unnecessary description.

(2) Within the answer there are

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Family than D does (2). Source C says that the leader of the royal bodyguard was killed when a trigger was put into his head. There were heads cut off and lots of insults made to the King who was called a baker this was not respectful. Source D shows the women coming with weapons and demanding that the King must come to Paris. This was from an eyewitness (3). The Queen conducted herself well and the people shouted 'Long Live the King' and 'Long Live the Queen' which shows that they liked the Royal Family more than they did in C which shows they hated them (2) because they called them bakers. C describes how there were shouts of 'We are bringing the baker, Mrs. Baker and the baker's boy'.

Both sources say that there was fighting (2) and so this showed that the people did not have respect for their king. But there is a big difference between these sources (2) as there are more threats in C than D. Source C might not have remembered what happened. Source C says that the bodyguard told the crowd not to disturb the King (4).

### Examiner's Assessment

AO1a – Level IV mark of 3: relevant use of terms and mostly well written but several disorganised sections.

AO1b – Level II mark of 6: good attempt at explanation and mostly clear and accurate understanding of key concepts.

AO2a – Level III mark of 10: provides a comparison but makes limited links with the sources.

Overall mark of 19 (Grade C).

### Examiner's Exemplar Plan and Answer 2

#### Plan

Overview referring to content and nature  
Differences/similarities  
Discussion of nature/strengths/limitations

Though these two accounts of the October Days have similarities, they give a different picture of the feeling towards the King and his family. The nature of the sources is different and they were written at different times (5).

Source D speaks of violence, but Source C is much more detailed and graphic, describing the heads of two of the bodyguard being carried and the terrible blow struck against Miomandre. D does speak of the women of Paris being armed, but in general stresses the loyalty of the people of Paris, the local population of Versailles being blamed more. In D there are reported shouts of 'long live the Queen' in stark contrast to the horrible threats uttered in C of 'tear out her heart' and

clear statements of comparison and contrast and the answer does go beyond being 'largely sequential' – i.e. taking each source in turn.

(3) There is a reference to the nature of D, but this is not developed and there is no comparison made with C.

(4) The organisation of the answer is uneven: it ends with a sentence on C being 'stuck on'.

(5) This is an effective introduction, which sets out the intention and structure of the answer.

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'fry her liver'. Indeed D speaks of approval of the Queen's manner. These shouts of approval continued, according to C, all the way to Paris. C, however, records abuse with the King being called a baker. Interestingly, both sources agree that there were condemnations of the priests. C does indicate that there was a belief that the people loved the King, if not the Queen, when Miomandre shouts to the crowd that they should not disturb the King they love. In D the love is more clearly shown when the people, on Lafayette's bidding, swear allegiance and then shout 'Vive le Roi'. Thus, while there are similarities, the two sources do not entirely agree on the feelings towards the Royal Family (6).

(6) This section is a genuine and effective comparison of the content of the sources, showing similarity and differences and quite closely and precisely related to the texts.

Both are eyewitnesses, but might have been in different parts of Versailles as Ferrières was a deputy and Madame Elisabeth was a member of the royal family actually in the Palace. D is written much closer to the time and would have no reason to distort events as the letter was to a friend and not intended as a public document. C on the other hand is written much later in 1821 after the violent events of the revolution and the toppling of the monarchy. It is intended as a public document and could wish to convey the horrors which led to even more revolutionary events (7) which of course the author of D was not aware of. It is interesting that the King's sister does not show obvious fear for the future of the monarchy in October (8). Both were in a position to observe events but were writing for different reasons at different times. Both are useful as first-hand sources, but further corroboration is needed (9).

(7) There is some speculation but it is based on observation of the dating of the evidence and touches on knowledge of context.

(8) This shows an awareness of usefulness.

(9) The last section raises comparative points about the nature of the sources, their origin and purpose.

### Examiner's Assessment

AO1a – Level IA mark of 6: accurate use of a range of appropriate terms, clearly structured and communicated.

AO1b – Level IA mark of 8: consistently and relevantly analytical with a developed comparison and judgement.

AO2a – Level IB mark of 15: effective comparison of both content and provenance, evaluating a range of the sources' qualities.

Overall mark of 29 (Grade A).

**Click here for a Mark Scheme that accompanies the exemplar answers provided above**

## **Mark Scheme**

Examiners use Mark Schemes to determine how best to categorise a candidate's response and to ensure that the performances of thousands of candidates are marked to a high degree of consistency. Few answers fall neatly into the mark levels indicated below: some answers will provide good comparisons but offer little internal provenance; others may rely heavily on own knowledge. Examiners therefore try to find the 'best fit' when applying the scheme. Each answer has a final mark based on three Assessment Objectives (AO1a, AO1b and AO2a) worth  $6 + 8 + 16 = 30$  marks. As the standard of the two answers lies between Level 1 and Level IV, only the descriptors and marks for these levels have been tabulated below.

### **Marking Grid for Enquiries Question (a)**

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<b>Assessment Objectives</b>	<b>AO1a Recall, select and deploy historical knowledge and communicate clearly and effectively</b>	<b>AO1b Demonstrate understanding of the past through explanation and analysis</b>	<b>AO2a Analyse and evaluate a range of appropriate source material with discrimination</b>
<b>Level IA</b>	Uses a range of appropriate historical terms; clearly and coherently structured and communicated answer. <b>6 marks</b>	Consistently relevant and analytical answer; clear and accurate understanding of key concepts and significance of issues. <b>8 marks</b>	Provides a focused comparison of both content and provenance; evaluates qualities and limitations of sources. <b>16 marks</b>
<b>LEVEL IB</b>	Uses a range of appropriate historical terms; clearly and coherently structured and communicated answer. <b>6 marks</b>	Judgements are supported by appropriate references to content and provenance; very good understanding of key concepts and significance of issues. <b>7 marks</b>	Provides an effective comparison of both content and provenance; evaluates qualities and limitations of sources. <b>13–15 marks</b>
<b>LEVEL II</b>	Uses historical terms accurately; clearly and mostly coherently structured and clearly communicated answer. <b>5 marks</b>	Good attempt at explanation/analysis but uneven overall judgements; mostly clear understanding of key concepts and significance of issues. <b>6 marks</b>	Provides a relevant comparison of both content and provenance; evaluation lacks completeness and may be confined to the conclusion or second half of the answer. <b>11–12 marks</b>
<b>LEVEL III</b>	Uses relevant historical terms but not always accurately or extensively; mostly structured and clearly communicated answer. <b>4 marks</b>	Mixture of internal analysis and discussion of similarities and/or differences; uneven understanding of key concepts and significance of issues. <b>5 marks</b>	Provides a comparison; makes limited links with the sources by focusing too much on content or provenance <b>9–10 marks</b>
<b>LEVEL IV</b>	Some evidence that is tangential or irrelevant; some unclear, under-developed or disorganised sections but satisfactorily written. <b>3 marks</b>	Mostly satisfactory understanding of key concepts and significance of issues; some unlinked though relevant assertions, description/narrative but without a judgement. <b>4 marks</b>	Attempts a comparison but comments are largely sequential; makes few points of comparative provenance or similarity/difference of content. <b>7–8 marks</b>

### Examiner's Specific Advice

You should refer to the Sources both individually and as a set to focus on the popularity of the king's reforms in October 1789. Sources A and B suggest that Louis had the chance to resolve the political crisis and to restore his personal standing, whereas Sources C and D imply that the opportunity had been missed. Notice that the Sources cover a six-month time frame, which allows you to use your own knowledge to explain the links between the Sources and to assess the veracity of the Sources as evidence.

[Click Here For Sources Relating to this Question](#)

### Exemplar Question

1 (b) Study all the Sources.

Use your own knowledge to assess how far the sources support the interpretation that 'by October 1789 the King had thrown away his chance to become a popular reforming monarch'.

[70 marks]

### Examiner's Exemplar Plan and Answer 1

#### Plan

- Sources A – E
- What else I know, e.g. Bastille
- Conclusion

The King could have been a good reforming monarch and began as a popular ruler but he let things get out of control (1). Source A says that Louis was the best of Kings and beloved and that he would lighten the load. This shows that he could have been a reformer and could have made himself more popular. Source B also shows that he was popular (2) as he received a long and moving shout of 'Vive le Roi' from the members of the Estates. The Queen was popular, too. People were happy that the Estates were going to make reforms and that they had a chance to state their views (3). Source C shows that the King had become unpopular, but D thinks he was not as unpopular as C (2). His bodyguards had been killed

(1) The argument is clear and it helps to restate it at the end, but not all of the answer leads to the conclusion.

(2) There is some reference to the question, but the candidate is eager to discuss the sources, which are dealt with



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and their heads had been cut off by the crowds. He was insulted by being called a baker and 'gross insults' were made to the Queen. He must have lost his chance to be popular. Source D shows angry women coming to the King; they must have believed he could help them, but it led to fighting and they made the royal family come to Paris. However, Source E claims that the King's ministers were incompetent and in spite of their alleged aims failed to introduce liberal reforms. So the King had lost his chance to be popular (2) as the crowds shouted at him and forced him and his family to live in Paris. Also his bodyguard had been attacked.

relevantly in terms of the question and there is some interpretation.

(3) There is own knowledge but not all of it is very well used.

(4) A good perceptive point.

The people wanted lots of change because the feudal dues were so heavy and they were poor. The king didn't give them enough so they rioted. The King upset the people because he did not give the Third Estate equal voting rights with the other classes (4). There was a lot of rioting in Paris. On 14 July the crowds attacked the royal prison but there were only a few prisoners there. The Bastille was an important turning point in what happened in 1789 and more riots broke out (3). In October the people were angry because there was no bread, so they attacked the King. Therefore the King lost his chance (1).

### Examiner's Assessment

AO1a – Level III mark of 6: uses accurate relevant evidence but not extensively; it is organised and clearly written.

AO1b – Level III mark of 7: sound awareness of significance of issues; attempts an analysis but overall judgement is incomplete.

AO2a – Level II mark of 21: focused analysis and evaluation of all sources and aware of what is required of the sources as a set.

AO2b – Level III mark of 12: focused analysis and evaluation, but uneven use of sources and limited use of own knowledge.

Total mark of 46 (Grade C).

### Exemplar Plan and Answer 2

#### Plan

- Issue as a whole and comment on sources as set
- Interpret sources
- Use of own knowledge of 1789 – delays etc
- Summarise and refer to question

The King was widely praised for calling the Estates General and allowing public debate on reform. However, because of the economic crisis and the social discontent it was hard for

(5) The introduction shows an understanding of the key issue and the candidate refers

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him to control events. His own character and lack of decisiveness played an important part and it was clear that he had lost control of events by October. However, the problems of France were very deep-rooted and it may be that by 1789 there was little chance of any king being able to please all the different critics of the regime. As a set these sources show that opinion in the first part of 1789 was sympathetic to the King and that he might have been able to be a successful reformer if he had acted wisely. The sources disagree on the situation by October, but it is clear from the events then that Louis had lost both goodwill and control and had thrown away his chances (5).

Sources A and B (6) show the goodwill towards the King that could have made him a successful reforming monarch (7). Despite all the criticisms in the Cahier from le Revest, the King is not blamed, but is seen as ‘the best of Kings’ for calling the Estates General. His reign saw a number of attempts to reform – from Turgot, Necker and Calonne (8). However, Source E criticises the king for his poor choice of ministers who failed to deliver their promised reforms. The King was not against change but he was not well served by his advisers. The high hopes for change are shown in the very warm feelings shown on the opening session of the Estates General, recorded by this foreign ambassador. Even the Queen, unpopular for her supposed sexual excesses and over-spending, was applauded. Vestiges of this warmth can still be seen in October according to Source D (6). However, the sources do indicate that hopes were so high that failure to deliver reforms could be dangerous (7). What they do not show is Louis’s failure to build on these hopes (9): after the May session the Estates General wasted valuable time on debates on voting; the Third Estate was treated tactlessly; there were delays and the King seemed to toy with calling in troops when the National Assembly was formed.

Sources C and D show some of the results of this failure to act decisively (7). Though they are different, they both show (6) the Royal Family coming to Paris, where they would be under closer control. Source C shows the crowd being violent and disrespectful and is from an eyewitness, even if the account is some years after the events. That the King should go from being ‘the best of Kings’ (A) to ‘the baker’ (C) shows that he has lost the opportunity to be popular (10) through making changes. Even if the more favourable account is believed, it was hardly respectful for the crowds to attack his guard and take him to Paris shouting ‘down with the priests’.

Between May and October, the King had lost control of the movement for reform. He had had to accept the creation of the National Assembly and change his view on voting by head not order. The creation of the Paris Municipal Commune and the National Guard undermined his authority. The changes

to the sources as a set. There is a clear viewpoint.

(6) The sources are grouped and compared.

(7) There is clear interpretation of the sources (i.e. what they say is linked to the key issue in the question).

(8) Some additional knowledge is applied to the source.

(9) An indication of the sources’ limitations, but more could have been said.

(10) There is a good balance between source analysis and own knowledge.

(11) Knowledge is neatly summarised and the answer does not drift to a ‘write all you know’

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made by the National Constituent Assembly to feudal rights, law and the creation of a Declaration of the Rights of Man, August, had clearly been made in spite of the King rather than under his leadership. Initiative had passed from the royal government which had planned the summoning of the Estates General to the Assembly (11). The increase in the influence of the Paris mob, seen in C and D, but not in B (6), also showed the Crown losing control. Had Louis kept the alliance with the Third Estate and the liberal nobles and clergy, which Source A shows was a real possibility, then the emergence of mob rule shown in C and D might have been prevented. As it was the very hopeful atmosphere shown in B was not built on. Despite the vestiges of goodwill shown in D, the King had indeed thrown away his chances of becoming a popular reforming monarch (12).

style.

(12) There is a clear sense of judgement here.

### Examiner's Assessment

AO1a – Level IA mark of 10: accurate use of relevant evidence and terms; clearly written and coherently organised.

AO1b – Level IA mark of 12: consistently analytical with a developed explanation leading to a clear judgement.

AO2a – Level IB mark of 25: focused analysis and evaluation of all sources and aware of some of their limitations.

AO2b – Level IB mark of 19: focused analysis and use of own knowledge to reach a clear conclusion.

Total mark of 66 (Grade A).

**Click here for a Mark Scheme that accompanies the exemplar answers provided above**

### Mark Scheme

Examiners are told *not* to look for a set answer. The interpretation in the question may be agreed with or rejected – but it must be considered seriously, even if the claim is then rejected. Answers need to use *all five Sources*, evaluating them as to their strengths and limitations as evidence and testing them against contextual knowledge. This collection of Sources shows the three pieces of evidence that are critical of Louis (Sources C, D and E), and two (Sources A and B) that support him. Indeed, this should prompt answers towards bringing in a range of wider knowledge to fully test and thus question the proposition.

Each answer has a final mark based on four Assessment Objectives (AO1a, AO1b, AO2a and AO2b) worth 10 + 12 + 28 + 20 marks = 70 marks. As the standard of the two answers lies between Level I and Level IV, only the descriptors and marks for these levels have been tabulated below.

**Marking Grid for Enquiries Question (b)**

<b>Assessment Objectives</b>	<b>AO1a Recall, select and deploy historical knowledge and communicate clearly and effectively</b>	<b>AO1b Demonstrate understanding of the past through explanation and analysis</b>	<b>AO2a Analyse and evaluate a range of appropriate source material with discrimination</b>	<b>AO2b Analyse and evaluate how aspects of the past have been interpreted and represented</b>
<b>Level IA</b>	Uses a range of appropriate historical terms; clearly and coherently structured and communicated answer. <b>9–10 marks</b>	Consistently relevant and analytical answer; clear and accurate understanding of key concepts and significance of issues. <b>11–12 marks</b>	Provides a focused comparison of both content and provenance; evaluates qualities and limitations of sources. <b>26–28 marks</b>	Excellent analysis and evaluation of the interpretation, using all sources and own knowledge to reach a conclusion. <b>20 marks</b>
<b>Level IB</b>	Uses a range of appropriate historical terms; clearly and coherently structured and communicated answer. <b>8 marks</b>	Judgements supported by appropriate references to content and provenance; very good understanding of key concepts and significance of issues. <b>9–10 marks</b>	Provides an effective comparison of both content and provenance; evaluates qualities and limitations of sources. <b>23–25 marks</b>	Focused analysis and evaluation of interpretation, using all sources and own knowledge to reach a clear conclusion. <b>17–19 marks</b>
<b>Level II</b>	Uses historical terms accurately; clearly and mostly coherently structured and clearly communicated answer. <b>7 marks</b>	Good attempt at explanation/analysis but uneven overall judgements; mostly clear understanding of key concepts and significance of issues. <b>8 marks</b>	Provides a relevant comparison of both content and provenance; evaluation lacks completeness and may be confined to the conclusion or second half of the answer. <b>20–22 marks</b>	Focused analysis and evaluation of interpretation, using all sources and own knowledge to reach a clear conclusion; some imbalance between use of own knowledge and sources. <b>14–16 marks</b>
<b>Level III</b>	Uses relevant historical terms but not always accurately or extensively; mostly structured and clearly communicated answer. <b>6 marks</b>	Mixture of internal analysis and discussion of similarities and differences; uneven understanding of key concepts and significance of issues. <b>6–7 marks</b>	Provides a comparison; makes limited links with the sources by focusing too much on content or provenance. <b>17–19 marks</b>	Sound analysis and evaluation; there may be some description and unevenness between use of own knowledge and sources. <b>11–13 marks</b>

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<b>Level IV</b>	Some evidence that is tangential or irrelevant; some unclear, under-developed or disorganised sections but satisfactorily written. <b>4-5 marks</b>	Mostly satisfactory understanding of key concepts; some unlinked though relevant assertions, description/narrative but without a judgement. <b>4–5 marks</b>	Attempts a comparison but comments are largely sequential; makes few points of comparative provenance or similarity/difference of content. <b>14–16 marks</b>	Some analysis and evaluation with increasing amounts of description; imbalanced use of own knowledge and sources. <b>8–10 marks</b>
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**Chronology: Key Events in *The French Revolution, 1774-95***

1774 Louis XVI comes to the throne.

1778 France enters the American War of Independence, making the problem of debt worse and encouraging interest in ideas of liberty.

1781 Necker publishes the Comte Rendu du Roi, giving information on royal finances to the public for the first time.

1787 Assembly of Notables called by Calonne rejects the minister's reform passage.

1788 The power of the Parlements reduced. Protests.

August Royal bankruptcy. This leads to the summoning of the Estates General and widespread discussion about the grievances that this body should deal with. Local meetings draw up Cahiers (Lists) of Grievances (1).

1789 February The famous pamphlet 'What is the Third Estate?' appears, written by Sieyès.

May The Estates General meets at Versailles, but little progress is made after the grand opening (2) and there is a dispute about voting – should the Third Estate have only the same voting power as the First (Church) and the Second (Aristocracy)?

June The Third Estate proclaims the National Assembly. Oath of the Tennis Court.

22 June Troops ordered to Paris.

27 June Louis accepts National Assembly.

7 July National Assembly becomes the National Constituent Assembly.

11 July Dismissal of Necker.

14 July Storming of the Bastille.

20 July – 6 August The Great Fear.

4 August Assembly abolishes Feudal Rights.

26 August Declaration of the Rights of Man.

5–6 October 'October Days' (3).

1790 Reforms including Civil Constitution of the Clergy, abolition of the *Parlements* and reform of legal system instituted by the Constituent Assembly. Increasing emigration of conservatives and growth of radicalism

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- 1791 20 June King flees to Varennes.  
17 July Champs de Mars Massacre.  
September King accepts new constitution. The Legislative Assembly created.
- 1792 April War between France and the monarchies of Austria and Prussia.  
10 August Violent scenes including the massacre of the King's Swiss Guards.  
September Monarchy ended. France becomes a republic.
- 1793 January King executed.
- 1793–94 Government by Terror.
- 1794 Death of Robespierre.
- 1795 Establishment of the Directory.

(1) The wave of public discussion prior to the Estates General was unprecedented in recent French history. Each estate deliberated separately in the localities and, though loyalty to the crown was a common feature of the Cahiers, nevertheless a considerable array of grievances emerged ranging from purely local protests to issues of national significance. Cahiers of the privileged orders were often liberal and ready to reform. 303 deputies were elected from the clergy; 282 from the nobles and 610 from the Third Estate. There is a view that the discussions opened up a chance for King and people to unite behind a progressive reform programme.

(2) The Estates General opened at Versailles in May 1789. The optimism reported by such observers as the American minister did not last. The dispute over voting – the practice of voting by order meant that the Third Estate could be outvoted by the privileged estates – meant that progress was impossible. The first step of verifying the credentials of the deputies could not begin until June. Intense disappointment at the failure of the new body to begin serious discussions was a major factor in the growth of radical discontent, and shows weak leadership by the Crown.

(3) By October, there had been tumultuous events: the Third Estate had sworn an oath not to disperse before there was a constitution. The three estates had joined in a new National Assembly. The first irruption of the Paris crowds had taken place on 14 July when the Bastille was stormed and the revolution began to become more extreme. In the summer there was large-scale rural unrest and the Assembly passed highly significant changes by abolishing Feudalism (though not all tenants' financial obligations) and proclaiming the Rights of Man. Continuing economic discontent, the flight of some members of the royal family and nobles and uncertainty about the king's intentions led to unrest and the famous October Days (5–6 October 1789). Enraged by reports of officers trampling the revolutionary symbol of the red, white and blue cockade in the king's presence and by high food prices, a crowd of women marched to the

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palace of Versailles on 5 October accompanied by members of the National Guard – in all 27,000 people. Clashes broke out between local people, the crowd and the King's bodyguard. On 6 October the royal family accompanied by the women and the National Guard went to Paris and the King took up residence in the Tuileries Palace. Significantly the Assembly went too and met not in Versailles but in the much more accessible building called the *manège* where they were subject to increasing popular pressure. Thus the October events have been seen as a turning point in the Revolution, anticipating the events of August and September 1792.

## Teaching Activities

### Sharpening comparison skills

1. Take two contrasting pieces of evidence (for example, Sources C and D in this exercise) and divide the class. Set each individual/group the task of comparing an aspect of the sources and completing the table. Then discuss findings.

Source	Intention and purpose	Date/significance of the date	Position of author to knowledge	Typicality	Usefulness in relation to key issue	Completeness
C						
D						

2. Discuss how to achieve a point-by-point comparison. Take two students (volunteers!) and ask the class to make firstly a sequential comparison and then convert into a point-by-point comparison by making categories (height, hair colour, dress, interests, etc.). Then apply to the content of Sources C and D.

### Discussing Key Issues

Identify some key issues about the Origins of the French Revolution by issuing the Specification and brainstorming. Some might be – How important was the Enlightenment? How important were economic and social causes? Was the King responsible for his own downfall?

Isolate the elements of the issue and allocate a view for a group to defend or attack. For example, if the Enlightenment is chosen, one group prepares an argument that the *Philosophes* were of vital importance; another group argues that social unrest was the main reason; another argues that government incompetence and financial crisis were far more important. To help groups, cards could be issued with page references or key quotations/facts. A debate follows with each group making points, and the follow-up homework is to provide a synthesis/supported judgement.



## **Resources**

- W. Doyle, *The Origins of the French Revolution* (3<sup>rd</sup> edition OUP, 1999)  
W. Doyle, *The French Revolution, a very short introduction* (OUP, 2001)  
W. Doyle, *The Oxford History of the French Revolution* (OUP, 1989)  
E. G. Raynor and R. Stapley, *The French Revolution* (Hodder and Stoughton, 1991)  
Dylan Rees and Duncan Townson, *France in Revolution* (Hodder Murray, 2005)  
Simon Schama, *Citizens* (Penguin Viking, 1989)  
Sally Waller, *France in Revolution*, (Heinemann Advanced History, 2002)  
D. G. Wright, *Revolution and Terror in France* (Longman, 1984)

## **Weblinks**

- [www.thehistorychannel.co.uk](http://www.thehistorychannel.co.uk)  
<http://chnm.gmu.edu/revolution/>  
[www.historyguide.org/intellect/lecture11a.html](http://www.historyguide.org/intellect/lecture11a.html)  
[www.questia.com/PM.qst?o&d=5919508](http://www.questia.com/PM.qst?o&d=5919508)  
[www.historyguide.org/intellect/lecture13a.html](http://www.historyguide.org/intellect/lecture13a.html)  
[www.fordham.edu/halsall/mod/modsbook13.html](http://www.fordham.edu/halsall/mod/modsbook13.html)