



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
Cambridge International Level 3 Pre-U Certificate
Principal Subject

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HISTORY

9769/56

Paper 5f Special Subject: The French Revolution, 1774–1794

May/June 2013

2 hours

Additional Materials: Answer Booklet/Paper

READ THESE INSTRUCTIONS FIRST

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.

Write your Centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen.

You may use a soft pencil for any diagrams, graphs or rough working.

Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer Question 1 and **one** other question.

You are reminded of the need for analysis and critical evaluation in your answers to questions. You should also show, where appropriate, an awareness of links and comparisons between different countries and different periods.

At the end of the examination, fasten all your work securely together.

The number of marks is given in brackets [] at the end of each question or part question.



This document consists of **3** printed pages and **1** blank page.



Answer the following question.

Nominated topic: The period 1789–1792 and the descent into civil and foreign wars

- 1 Study all the following documents and answer all the questions which follow. In evaluating and commenting upon the documents it is essential to set them alongside, and to make use of, your own contextual knowledge.

- A** *A Jacobin deputy in the Legislative Assembly writes to the Jacobin Club in his native Bernay about the address of the King to the Assembly.*

The King attended the National Assembly yesterday: he was received in profound silence. He read a well-written speech, and announced that he had high hopes of the Emperor, that all the other nations had replied to his demands as regards the émigrés in a satisfactory way and that he is going to enforce respect for the French nation's power and liberty. He finished by saying: 'I feel deeply how fine it is to be the king of a free people'. His speech was several times interrupted by loud applause. The King left to the applause of the assembly and the public galleries.

Robert Lindet, Letter, 16 December 1791.

- B** *The Sections (i.e. the people of the electoral districts) of Paris demand from the Assembly the suspension of the King.*

We shall not retrace for you the entire conduct of Louis XVI since the first days of the Revolution: his bloody projects against the city of Paris, his preference for nobles and priests, the aversion he showed for the body representing the people. The National Constituent Assembly (The Estates General) was encircled by royal troops, forced to wander in the city before finding shelter in a tennis court. We will not retrace for you the moment when a cowardly flight opened the citizens' eyes. These actions soil our history. Though we may forget them, future generations will not. The King's family and allies prepare to attack us. Since it is very doubtful whether the Nation can have confidence in him, we ask that present ministers rule once the King is suspended, until the Will of the People is legally pronounced in a new National Convention.

Petition, 3 August 1792.

- C** *A deputy in the Assembly speaks against a possible trial of Louis XVI.*

I refer to the Constitution, a work that is disorderly, unreasonable and contradicts the first principles of social order, but nevertheless a work which governed us at the time. It says: 'The person of the king is inviolable* and sacred'. You may argue that the king was inviolable and sacred only because of the Constitution. The Constitution is no more and his inviolability has ceased with it. He can therefore be put on trial and punished. However, Citizens, I must remind you of a truth without which we would be plunged into anarchy. Laws which have not been abolished by other laws still exist, and every citizen is obliged to obey them. What holds good for laws holds good for the Constitution. You may reply that Louis violated the Constitution; by all possible means he sought to destroy it and to destroy the liberty it guaranteed, and now you may say I wish to permit him to take advantage of that Constitution which he adopted and then betrayed. Yes, Citizens, Yes, that is indeed what I propose!

Charles-François-Gabriel Morrison, Speech, 13 November 1792

**'inviolable' here means that he cannot be put on trial and punished or hurt in any way by his subjects.*

D *Another deputy speaks in the Assembly about the possibility of putting the King on trial.*

The word 'inviolable' is not defined by the Constitution, as it applies to the King. The crimes against the safety of an entire people must be placed outside the law. The Constitution provides that if certain offences are committed by the King, then he is presumed to have given up the throne. A king cannot act against the interests of his own people without, in effect, ceasing to be king. It is time to teach kings that even if the laws do not refer precisely about what to do about their crimes, they can still be punished. It has been said that Louis ought not to be put on trial, for if he had not counted on inviolability he would have refused the throne. What! Is it really said that he would have refused the crown if he had not been told: 'You may commit any crime with impunity and may even betray your people'? How could he believe that this was the sense of the Constitution? It is important for mankind that the trial of the man France called its king should be the final step in curing other nations of their superstition in favouring monarchy.

Marquis de Condorcet, Speech, 3 December 1792.

E *A modern historian explains the end of the Constitutional Monarchy.*

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- (a) How far does Document C challenge the view of the legality of putting the King on trial expressed in Document D? [10]
- (b) How convincing is the evidence provided by this set of documents for the view that Louis himself was to blame for the failure of the Constitutional Monarchy?

In making your evaluation, you should refer to contextual knowledge as well as to all the documents in this set (A–E). [20]

Answer one of the following questions. *Where appropriate, your essay should make use of any relevant documents you have studied as well as contextual knowledge.*

- 2 What best explains the failure of Louis XVI's ministers to deal successfully with the financial problems facing the crown before 1789? [30]
- 3 Assess the importance of popular unrest in the development of the French Revolution during 1789. [30]
- 4 How far can the Terror of 1793–94 be explained by the tensions brought about by war? [30]

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