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# A-level History

7042/2H-Component 2H France in Revolution 1774–1815

Mark scheme

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June 2018

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Version/Stage: 1.0 Final

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, i.e. if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

## Component 2H France in Revolution, 1774–1815

### Section A

- 01** With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying the influence of the sans-culottes on the revolution between June and December 1793. **[30 marks]**

*Target: AO2*

*Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.*

### Generic Mark Scheme

- L5:** Shows a very good understanding of all three sources in relation to both content and provenance and combines this with a strong awareness of the historical context to present a balanced argument on their value for the particular purpose given in the question. The answer will convey a substantiated judgement. The response demonstrates a very good understanding of context. **25-30**
- L4:** Shows a good understanding of all three sources in relation to both content and provenance and combines this with an awareness of the historical context to provide a balanced argument on their value for the particular purpose given in the question. Judgements may, however, be partial or limited in substantiation. The response demonstrates a good understanding of context. **19-24**
- L3:** Shows some understanding of all three sources in relation to both content and provenance together with some awareness of the historical context. There may, however, be some imbalance in the degree of breadth and depth of comment offered on all three sources and the analysis may not be fully convincing. The answer will make some attempt to consider the value of the sources for the particular purpose given in the question. The response demonstrates an understanding of context. **13-18**
- L2:** The answer will be partial. It may, for example, provide some comment on the value of the sources for the particular purpose given in the question but only address one or two of the sources, or focus exclusively on content (or provenance), or it may consider all three sources but fail to address the value of the sources for the particular purpose given in the question. The response demonstrates some understanding of context. **7-12**
- L1:** The answer will offer some comment on the value of at least one source in relation to the purpose given in the question but the response will be limited and may be partially inaccurate. Comments are likely to be unsupported, vague or generalist. The response demonstrates limited understanding of context. **1-6**
- Nothing worthy of credit. **0**

## Indicative content

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

**Students must deploy knowledge of the historical context to show an understanding of the relationship between the sources and the issues raised in the question, when assessing the significance of provenance, the arguments deployed in the sources and the tone and emphasis of the sources. Descriptive answers which fail to do this should be awarded no more than Level 2 at best. Answers should address both the value and the limitations of the sources for the particular question and purpose given.**

**Source A: in assessing the value of this source, students may refer to the following:**

### Provenance, tone and emphasis

- as this is written in his private notebook it provides valuable insight into Robespierre's beliefs at this point in time
- he is writing just after the overthrow of the Girondins by the sans-culottes in the National Convention and after the start of the federal revolts
- the language used in the source suggests that Robespierre has very clear convictions about the rightness of his views and little self-doubt with the use of the word 'must' throughout
- the main emphasis of the source is that enemies within the republic must be rooted out and that the sans-culottes are central to achieving this.

### Content and argument

- Robespierre is arguing for unity of belief and purpose when he talks about 'one will' with the clear implication being that the Girondins were not republican, and were indeed royalist. This is following the removal of the Girondins from the National Convention. He suggests that the Republic had faced danger from the Girondins in Paris – perhaps referring in part to their attempts to indict Marat and their opposition to Jacobin policies – and that it is the people who are fundamental to defeating them
- his argument is that this danger still exists and must be defeated, referring to the outbreak of the revolts which followed the overthrow of the Girondins which broke out in 60 out of the 83 departments in the month of June 1793
- the source suggests that he recognises the importance of the sans-culottes at this time. They had been responsible for the removal of the Girondins from the National Convention and their influence could not be ignored. He recognised that their assistance would also be vital in crushing the federalist revolts
- however, Robespierre was not completely comfortable with the sans-culottes and there is some suggestion here that they can be manipulated ('incited'). His support for price controls in May 1793 was not because he particularly supported them but because he recognised that it was a way to ensure the support of the sans-culottes against the Girondins. His suggestion that they be paid might be an attempt to ensure that they remained a useful tool of the Convention rather than a potentially dangerous enemy
- he also labels the internal dangers as coming from the 'bourgeoisie' which is ironic given his own background. Nonetheless here he is clearly equating the Girondins with the 'bourgeoisie' and the 'people' as the true republicans. This obviously reflects his own view of the Girondins but also the fact that at this stage of the revolution it was the people who were shaping the revolution. This also explains why he feels that it is so important that they be educated, as he wanted to ensure that the revolution should develop along the 'right' lines.

**Source B: in assessing the value of this source, students may refer to the following:****Provenance, tone and emphasis**

- this is a speech by Chaumette who was a radical leader of the Paris Commune and sympathised with the sans-culottes
- he gave this speech following the journées of 4 and 5 September when sans-culottes marched on the Convention demanding lower bread prices, higher wages and action against hoarders and is clearly voicing their demands on their behalf
- he is speaking persuasively calling for their demands to be met, knowing that the National Convention can't ignore their demands given their numbers. The tone is therefore commanding, suggesting authority and confidence
- the main emphasis of this source is that a 'people's army' needs to be set up in order to make food available to the people of Paris and to punish those who were theoretically withholding it.

**Content and argument**

- throughout 1793, Parisians had suffered from food shortages and inflation while wages failed to rise at the same rate. As a result, life was increasingly difficult and there had been demands for action to be taken earlier in the year, hence the comment regarding the 'great patience' of the Parisians in the source. Although price controls had been introduced in May, they had made little difference so further action was demanded
- the sans-culottes had real power owing to their number and their influence on politics in 1793, particularly with the expulsion of the Girondins. The National Convention could not afford to ignore them as they potentially had the power to overthrow the government and Chaumette speaks with the confidence, which derives from this knowledge
- the 'people's army' was set up in response to the journées demonstrating the power of the sans-culottes and extending their power as it enabled armies of sans-culottes to go out into the countryside and seize grain, although they often went beyond that and imposed their republican beliefs including dechristianisation, suggesting that the source is not completely valuable when it suggests that food was their only objective.
- the suggestion here seems to be that food is only not available because enemies of the republic are somehow stopping it reaching people as the call for the people's army is in response to the need for food, and yet it is necessary, according to Chaumette in order to put 'an end to both the schemes and lives of plotters'. This recalls earlier demands by Jacques Roux and other sans-culottes for hoarders to be executed
- this was the start of the terror when the sans-culottes were given the official power to carry out their radical demands across France for the first time.

**Source C: in assessing the value of this source, students may refer to the following:****Provenance, tone and emphasis**

- Ronsin is clearly a radical as he is a Cordelier, the club which identified most closely with the sans-culottes and was directing their actions in Lyons. However, in writing to his friends at the Cordeliers Club he clearly wants to prove his credentials by perhaps overstating his role and the action they took.
- this letter was written in December 1793, following the surrender of Lyons in October of that year, a time when representatives on mission and revolutionary armies were sent out into different departments to pursue 'revolutionary justice'
- the tone is one of retribution, self-righteousness and patriotism in so far as that it relates to the Republic, highlighting the fact that in this case the sans-culottes and their representatives are the rightful distributors of justice against the enemies of the Republic. There is also an element of boasting with the emphasis on 'I'.

- the emphasis relates to the tone in that it emphasises the need to punish the city of Lyons, both because of what they did, but also to set an example.

### Content and argument

- the armées révolutionnaires were set up in October, partly in response to sans-culottes demands. They were used to deal with hoarders to improve the supply of food to the cities, but they were also, as in this case, sent out to punish those towns which had rebelled against the Republic in 1793, one of which was Lyons
- the armées révolutionnaires spread terror wherever they went and this is clearly no exception. Barère suggested that the old Lyons should be destroyed and so it was the Parisian army which was sent, probably because of its size and radicalism
- true sans-culottes are seen as being key to producing revolutionary justice and the emphasis here is on delivering a bloody kind of justice, killing as many people as possible, with no trial mentioned. The treatment of the people of Lyons was so brutal, with the mitraillades described here, that the Convention ordered them to stop at the end of December
- there is also a sense of unrealistic boasting here, with the suggestion that 4000 will die with one shot of the cannon when in reality it was about 2000 people who were killed in total.



**Section B**

**02** 'The financial privileges of the first two estates were the main reason for the Crown debt of 1788.'

Assess the validity of this view.

**[25 marks]**

*Target: AO1*

*Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

**Generic Mark Scheme**

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

## Indicative content

**Note:** This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

**Arguments/factors suggesting that the financial privileges of the first two estates were the main reason for the Crown debt of 1788 might include:**

- the nobility and clergy were largely exempt from taxation, especially that on land, despite being the major landowners. This, therefore, represented a huge untapped source of wealth
- furthermore, one of the privileges of the clergy was to set their own level of taxation which meant that it was not necessarily easy to plan expenditure as there was no certainty as to how much they might pay
- as a result it was mainly the Third Estate left paying taxes and although they represented the vast majority of the population of France, and even though some of the bourgeoisie were wealthy, the reality is that most of them were not, and therefore the taxes collected from them were insufficient to cover government expenditure
- this meant that the government was forced to rely on loans which increased government debt and led to mounting interest which was then very difficult to pay off and only added to the financial problems
- the fact that the financial controllers in the 1770s and 1780s tried to introduce a land tax which would be payable by all, strongly suggests that they considered this to be an important issue, and it could be argued that it was their failure to remove these financial privileges which resulted ultimately in bankruptcy.

**Arguments/factors challenging the view that the financial privileges of the first two estates were the main reason for the Crown debt of 1788 might include:**

- high expenditure was also a factor, particularly because of the many wars fought by France in the eighteenth century. Louis XVI inherited a lot of debt both from Louis XIV and Louis XV. Louis XVI then made the situation worse when he participated in the rather fruitless American War of Independence despite France's frail financial situation
- not only was war clearly expensive, Necker's decision to fund it using loans, rather than raising taxes, led to problems of mounting debt, made worse by the high interest he offered. In the 1780s, 25% of government expenditure was on the war department, although this wouldn't have included the interest being paid on war-related debt which grew throughout this period
- the fact that direct taxes were collected by royal officers who had bought their position and most indirect tax collection had been sold to collection agencies, reduced the amount finally received by the government as they were entitled to keep some of what they collected and there was little accurate information about what was expected, enabling corruption and making it difficult for government to budget
- financial controllers were rarely in office long enough to implement meaningful or lasting reform. This was partly because Louis did not give them sufficient support or because they had offended supporters of Marie Antoinette. Sometimes they exacerbated the situation, as for example Calonne's decision to encourage expenditure in order to increase confidence. This merely made a bad situation worse
- the weakness of the economy, such as the decline in the textile industry, and poor weather, which damaged crops, contributed to the problem of Crown debt as it further reduced the revenue the Crown received.

The fundamental problem facing the Crown in this period is that income fell well short of expenditure. The financial privileges enjoyed by the two wealthiest estates were undoubtedly the major factor in this as there was wealth in France but it was beyond the grasp of the Crown and there simply wasn't enough

money to be found elsewhere. Either expenditure had to be cut drastically or loans had to be used to plug the gaps. However, loans merely exacerbated the situation as they attracted mounting interest which then increased expenditure as it had to be paid off. Ultimately, the conclusion which the government came to was that reform of the taxation system was vital to overcoming their financial problems, but as the privileges of the first two estates were bound up in the structure of the Ancien Régime, this was no simple matter, and so it was delayed until there was no other option.

- 03** 'The Directory was successful in dealing with threats from Jacobins and Royalists in the years 1795 to 1799.'

Assess the validity of this view.

**[25 marks]**

*Target: AO1*

*Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

### Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

**Indicative content**

**Note:** This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

**Arguments/factors suggesting that the Directory was successful in dealing with threats from Jacobins and Royalists in the years 1795 to 1799 might include:**

- they successfully crushed the remaining pockets of royalist opposition in the Vendée with the help of General Hoche and the army
- when constitutional monarchists did well in the elections in April 1797, the Directory took action in the coup of Fructidor, arresting Pichegru and arresting 177 royalist deputies, thus preventing them from potentially winning a majority in the following year. Legislation was then introduced against potential allies, for example, declaring former members of the second estate to be foreigners
- the Directory also faced threats from the Left. For example, Babeuf and a co-conspirator were executed in May 1797 after he plotted an uprising in response to deteriorating economic conditions
- in the elections of March 1798, the Jacobins were more successful than anticipated by the Directors so they took action, this time in the coup of Floréal to ensure that the Jacobin deputies could not take their seats
- there were none of the risings of the Sans-Culottes which previous revolutionary governments had had to deal with. In many ways this was a more peaceful period despite there still being economic problems.

**Arguments/factors challenging the view that the Directory was successful in dealing with threats from Jacobins and Royalists in the years 1795 to 1799 might include:**

- the Directory was forced to rely on the army to deal with these threats which made it vulnerable to any threat from the army. Thus, when it came to the Coup of Brumaire and the army chose not to support the Directory, they were overthrown
- the Directory was trying to deal with threats from the left and right as they posed a threat to the more moderate, democratic government they were trying to make succeed. However, the coups of Fructidor and Floréal undermined what they claimed to be trying to protect. Therefore, although they dealt with the initial problem, it harmed them, and arguably it wasn't even necessary in the case of the coup of Floréal
- the attempt to use the Law of Hostages, introduced in July 1799 against radicals, was largely unsuccessful as it was so unpopular with local officials. In many ways the law itself could suggest a failure to deal with threats from the right and left as it was itself more reminiscent of the terror than an attempt at moderate governance
- in many areas local authorities had been taken over by royalists – one of the reasons why the above law wasn't enforced. This also suggests that the government was unsuccessful in curbing the influence of royalists.

Students might conclude that in one sense the Directory did manage to deal with these threats in that there were no major uprisings in this period. However, the attempt to create democracy meant that the influence of both groups grew and the only way the Directory could deal with them was by undermining the principles which they were founded upon. Finally, their reliance on the army to deal with these threats contributed to its ultimate downfall in the Coup of Brumaire in 1799.

**04** To what extent did French society benefit from Napoleonic rule in the years 1800 to 1808?

Assess the validity of this view.

**[25 marks]**

*Target: AO1*

*Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

### Generic Mark Scheme

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- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
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- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

## Indicative content

**Note:** This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

### **Arguments/factors suggesting that French society benefited from Napoleonic rule in the years 1800 to 1808 might include:**

- although there were drawbacks to authoritarian rule, Napoleon did bring welcome stability which was craved by most people after years of upheaval and strong leadership was more acceptable to people after the Directory
- the Civil Code benefited society by enshrining equality of Frenchmen before the law and confirming the end of feudalism
- many people also benefited from the Concordat which on the one hand confirmed the sale of the biens nationaux, and on the other, recognised Catholicism as the religion of the majority, enabling freedom of worship, not just for Catholics but also for Protestants and Jews. Whilst this didn't please everyone, it did benefit most people
- the establishment of the Bank of France created greater economic stability and from 1808 sub-branches in French towns helped facilitate growing trade and the new gold and silver coins gave France the most stable currency in Europe
- French people took pride in the many victories Napoleon won up to 1808 and some parts of France benefited from the Continental Blockade and the protection it offered to home industries.

### **Arguments/factors challenging the view that French society benefited from Napoleonic rule in the years 1800 to 1808 might include:**

- whilst stability was definitely welcomed it came at a price with the curtailment of freedom of expression. Censorship was implemented right from the start and by 1801 only 4 newspapers in Paris were allowed to publish, compared with 73 which existed before January 1800. This did not benefit French society and ran counter to the enlightenment ideals which had stirred so many people in 1789. There was also no meaningful way to engage in politics with plebiscites being the limit of public influence
- ordinary working people did not generally benefit from Napoleonic rule as the Civil Code continued to support employers over employees with the continuation of the Le Chapelier Law which banned trade unions being reaffirmed in 1803 and the re-introduction of the livret. They also experienced close supervision from the police partly in recognition of the role that workers had played in uprisings in the past
- the focus on war limited the expansion of other areas of the economy. Little effort was made to build roads unless it was for military benefit and large numbers of men were conscripted. Although there was surprisingly little resistance to conscription up to 1808, it reduced the number of workers and agricultural labourers and therefore limited economic growth. The Continental Blockade also reduced markets and on the whole was detrimental to France
- although there was some benefit from success in war, it was not sufficient to cover the costs and as a result taxation increased, particularly indirect taxes which hit the poorer members of society, and the hated salt tax, the gabelle, was reintroduced in 1806
- despite careers being 'open to talents' in theory, it was very much the few who managed to escape their background and on the whole women's rights were restricted although with some exceptions.

Students might argue that a lot of people were prepared to give up their freedom in return for stability which many craved after the tumultuous period of the revolution. This was particularly true up to 1808, when the French were generally victorious in battle and metal coinage prevented the runaway inflation of previous years. However, workers saw their rights restricted and on the whole it was the bourgeoisie whose support was so important to Napoleon who benefited most, suggesting that not all of society benefited from this period.