



A-level HISTORY 7042/2H

Component 2H France in Revolution, 1774–1815

Mark scheme

June 2025

Version: 1.0 Final



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 Examiner.

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

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

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Supporting Marking Guidance

A separate Supporting Marking Guidance document has been created for use in this series and any future series.

It has been written by the senior examining team. It applies to all A-level History options. The purpose of the guidance is to clarify key aspects of the mark scheme and further ensure consistency of approach across all options. The guidance does not reflect a change in the standard applied, but clarification and amplification of the standard. We hope that the guidance document will aid you in your understanding of how the standard should be applied and deepen your understanding of how the key aspects of the mark scheme work. The Supporting Marking Guidance should always be used in conjunction with the mark scheme, and any relevant examiner standardising and teacher training material.

Examiners can find the Supporting Marking Guidance on the associate extranet.

Teachers can find the Supporting Marking Guidance alongside the current mark scheme on Centre Services on results day. It will also be published with any future assessment materials on the public website.

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, ie 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.

Section A

- 0 1** With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying the Civil Constitution of the Clergy in the years 1790 to 1791.

[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

- the provenance of Source A is valuable because it is the primary legislative document itself. As it was written by the Constituent Assembly in July 1790, it provides a first-hand account of the revolutionary government's efforts to reform the Church in line with Enlightenment principles
- the timing of the document adds to its value, as it came in the year after the Estates-General and almost exactly a year since the creation of the Constituent Assembly in July 1789. These were the early days of the Revolution when the government was attempting to secularise the Church's role in society and reform France more generally. It was a period marked by efforts to redistribute power and reduce the Church's traditional power as the First Estate
- the intended audience of the source is both the clergy, who are subject to the regulations, and the public, who are the recipients of the clergy's services. This dual audience suggests the Assembly's intent to not only reform the Church but also to communicate and legitimise these reforms to the broader population
- the tone of the source is legal and declarative. The emphasis is on the new democratic process of electing church officials and their obligations to the state, highlighting the radical departure from the pre-revolutionary Church-State hierarchy of the Ancien Régime.

Content and argument

- the source has value in providing an insight into the introduction of the new electoral process for bishops and priests in 1790. This demonstrates the Constituent Assembly's desire to break away from Papal control of the Church and reflects the wide anti-clericalism apparent in the Enlightenment movement in France. This process seriously undermined the power of the Papacy and gave French citizens control over their spiritual leaders as well as their political ones
- the source also has value in underscoring the Convention's drive to assimilate the Church into the State by switching the priests being paid via the tithe to being paid via state salaries. This change was made necessary by the abolition of the tithe prior to the issuing of the Civil Constitution of the Clergy. This has value in illustrating that the Assembly had a desire to reform and improve the Church as well as to control it. The requirement for bishops to remain in their bishoprics shows the Constituent Assembly sought to address some of the traditional criticisms of the Church, such as absenteeism. The allowance for clergy to hold legislative and administrative positions shows that the Assembly did not simply want to restrict the clergy's rights
- while Source A is valuable for understanding the legislative perspective on the Civil Constitution of the Clergy, it is limited in scope. It provides the Assembly's viewpoint without capturing the diverse responses from the clergy, the congregation, or the Pope
- the source is further limited in not anticipating the widespread resistance it would face, ie half of priests and almost all bishops refused to take the oath required. Nor does the source give insight into the financial motivations for the Constitution, ie that the state was nearly bankrupt and therefore the nationalisation of Church land (c10% of France) and the requisitioning of the tithe were of considerable benefit.

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

Provenance, tone and emphasis

- as the source is an article from 'Les Révolutions de Paris', a radical newspaper known for its revolutionary stance, students should note that it is valuable for understanding the radical perspective on Church reforms. They may also note the limitations of being solely a radical, Parisian perspective and not indicative of wider opinion
- published in July 1790, the article coincides with the debates over the Civil Constitution of the Clergy, capturing the immediate reactions within revolutionary circles in Paris
- its audience likely comprised individuals sympathetic to revolutionary ideals, making it a barometer of radical public opinion at that time. Students may note that literacy was not universal, restricting the readership of such articles. The more educated citizenry would form the primary audience of the source. In Paris they would be exposed to Enlightenment thinking in the salons and cafés and would therefore be more receptive to the radical ideas in the article
- the article's emphatic tone, with declarations like 'the reign of the priests has passed', illustrates the intense anti-clerical sentiment prevailing among radicals. Such a tone is valuable in showing the nature of opposition to traditional ecclesiastical authority during the Revolution.

Content and argument

- the article criticises the clergy for clinging to past wealth and glory, indicative of the revolutionary critique of the Church's traditional role. Such a perspective is valuable for understanding the revolutionary motivations that led to Church reforms
- it details specific reforms, such as restructuring bishoprics and electing bishops by secular bodies, providing concrete examples of how the Revolution sought to reshape Church governance
- the accusation that the clergy sought to incite civil war reflects the deep societal tensions of the time, illustrating the conflict between revolutionary ideals and traditional religious values
- the claim that the clergy's display of wealth was contrary to Gospel principles suggests a revolutionary interpretation of religious values, aligning them with the ethos of the Revolution.

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

Provenance, tone and emphasis

- this letter offers an insight into the Catholic Church's perspective on the Civil Constitution of the Clergy as it was written by Pope Pius VI. Students may note the limitations of such a provenance. It offers the view of the established hierarchy of the Catholic Church which had a vested interest in opposing the Civil Constitution of the Clergy and is inclined to exaggerate its impact and severity in order to persuade King Louis XVI to take action against it
- the date of the letter (13 April 1791) puts it after the implementation of the Civil Constitution of the Clergy. This may add to its value as the author has had time to process the likely impact of the Constitution; whilst the raw emotion is also still evident in the source
- the intended audience is primarily Catholics in France but also the broader Church. This signifies the Pope's effort to influence and guide the faithful during a time of significant ecclesiastical change
- the letter's tone is sorrowful and emphasises the Pope's opposition to the secular interference in Church affairs by the National Assembly. He has a deep concern for the preservation of traditional Church practices and hierarchy which the revolution is seeking to destroy. As it comes after the Constitution has already been passed, it may also be an attempt by the Pope to explain or justify his failure to prevent the change from happening.

Content and argument

- the source is a valuable demonstration of the anger of the Papacy at the changes to religion being enacted in France. It is clear that he is opposed to the Civil Constitution of the Clergy and this is why he has 'wept' and 'shared our sorrow'. However, the value here is limited by the Pope's earlier silence on the matter. When the Civil Constitution of the Clergy was published in July 1790, the Pope was unwilling to express his anger publicly due to ongoing negotiations with the National Assembly. This source came significantly later when the Pope felt able to be more vocal. As such, it represents an attempt by the Papacy to justify its own failure to prevent the Constitution from passing
- Pope Pius VI states that he has written to King Louis and encouraged him to reject the Civil Constitution of the Clergy. This is valuable in understanding the pressure on King Louis from the National Assembly on the one hand and the Papacy on the other. Indeed, King Louis was under pressure from the Assembly not to use a refractory priest. Four days after the issuing of the letter, Louis was stopped from attending Easter Mass at Saint-Cloud for example. This led to the Flight to Varennes
- the source criticises the National Assembly for altering Church practices and clearly does not view this as something which is within the power of the Assembly. Naturally, as head of the Catholic Church, he sees this power as reserved for himself. This can be seen in his emphasis on the Pope's authority. There is an open appeal to French Catholics not to abandon their ancestor's faith. The enduring popularity of Catholicism in France can be seen in the number of priests who refused to agree to the Civil Constitution of the Clergy and in the rising in the Vendée where rebels sought to restore traditional practice
- the source is valuable in showing the Papacy's view of the Civil Constitution of the Clergy. Indeed, around 50% of priests refused the Oath associated with the Constitution and only seven bishops agreed to it. This suggests that the opposition expressed by the source is indicative of Catholic opinion in France more generally.

Section B

- 0 2** 'The Vendée and Federalist uprisings in 1793 were primarily caused by a desire to restore the monarchy.'

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 supporting the view that the Vendée and Federalist uprisings in 1793 were primarily caused by a desire to restore the monarchy might include:

- the formation of the explicitly named 'Catholic and Royal Army of the Vendée' (March 1793) indicates a clear intent to restore monarchical rule. Under the monarchy, the Vendée had benefited from a lighter tax burden thanks to local customs. The revolution had brought a new unified tax system resulting in higher taxes in the Vendée. This made locals long for the days of monarchy. The noblemen in the Vendée disliked the Republic and led the opposition against the National Convention. They had a desire to restore the monarchy as the nobles would have more local power
- the rebels in the Vendée wore the White Cockade, a symbol of the Bourbon monarchy, clearly indicating their desire to restore the monarchy. The power of this symbol is indicated by the Convention's decision to issue the death penalty in March 1793 to anyone caught wearing one
- the Federalist uprising in the city of Toulon was openly royalist in nature. The rebels handed the port over to the British Royal Navy, proclaimed Louis XVII as king and flew the royal flag over the city
- the timing of the rebellions is key as they arguably happened in response to the execution of Louis XVI in January 1793.

Arguments challenging the view that the Vendée and Federalist uprisings in 1793 were primarily caused by a desire to restore the monarchy might include:

- the uprising in Vendée was primarily triggered by the Convention introducing conscription. Indeed, one of the first actions of the uprising was to kill the recruitment officer
- the uprising in the Vendée was driven by religious grievances. This is shown by the targeting and massacre of constitutional (juring) priests, who were seen as collaborators with the revolutionary government. The use of religious symbolism, such as ringing church bells to rally support in Machecoul, underscores the religious nature of the rebellion
- the Federalist uprising was led by moderate Republicans not royalists. The revolt was triggered by opposition to the expulsion of the Girondins from the Convention in June 1793. Across France 60 of 83 Départements protested against the Jacobin expulsion of the Girondins. The revolt was a reaction against the centralisation of control towards Paris
- the Federalist uprising in Lyon was driven by economic crises exacerbated by the cost of war and decline in trade following the revolution.

Students are likely to argue that the uprisings in 1793 were not primarily driven by a desire to restore the monarchy when considered as a whole. Although the uprisings in the Vendée and Toulon were in part motivated by a desire to restore the monarchy, it is clear that the Federalist uprising was Republican in nature. Moreover, the Vendée rising was triggered primarily by resistance to conscription and the attacks on the Catholic Church. Although the rebels expressed sympathy for the monarchy, this was more motivated by a desire to return to the old order of Catholicism and lower taxes. Students might argue that the rising in Toulon was primarily motivated by a desire to restore the monarchy and was openly royalist in character. Award any well-argued response.

- 0 3** How important was Napoleon's military leadership to French victory in the years 1799 to 1808?

[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 supporting the view that Napoleon’s military leadership was important to French victory in the years 1799 to 1808 might include:

- Napoleon successfully used artillery and infantry assaults to besiege Jaffa in 1799. His leadership was crucial in inspiring his men to follow him out of Egypt through extreme conditions to reach Jaffa
- Napoleon’s military leadership was crucial at Marengo in 1800. His decision to take his army across the Alps and catch the Austrians by surprise significantly aided the French army’s chances of victory. He was also able to move his army rapidly once in Italy and coordinate with his reserve for an effective assault
- Napoleon’s military leadership can also be seen through his relationship with his men and his ability to inspire them to victory. His daily bulletins and his use of Roman imperial imagery created a powerful esprit de corps. Napoleon’s use of the corps system enabled victory at Ulm and Austerlitz in 1805. He was able to move his armies rapidly and covertly before bringing them together. Napoleon’s choice of the battlefield and his understanding of its terrain played a critical role. He positioned his troops to maximise the defensive benefits of the terrain, while misleading the enemy about the true strength of his forces
- the War of the Third Coalition (1805) saw Napoleon’s grand strategy culminating in the decisive victories at Ulm in October 1805 and Austerlitz in December 1805, which dismantled the coalition and expanded French influence in Europe. He followed this up by annexing the Papal States in 1808.

Arguments challenging the view that Napoleon’s military leadership was important to French victory in the years 1799 to 1808 might include:

- the setback in Acre in 1799 reveals limitations in Napoleon’s ability to anticipate outcomes accurately. Napoleon underestimated the resilience of the defenders and failed to anticipate the impact of British assistance to the Ottomans
- Napoleon’s army was a product of the Revolutionary mentality of ‘La Patrie en danger’ and ‘Levée en masse’. These ideas predated Napoleon and therefore the high morale of the French army cannot be credited solely to him. Napoleon benefited from the pre-existing nationalist and revolutionary zeal of his men; this spirit went beyond the leadership of any one individual
- the military leadership of other generals was also important to French victory. General Moreau’s win at Hohenlinden in December 1800, indicates that Napoleon’s role was not the singular force behind French military victories
- French victory was also secured through the weakness of Napoleon’s enemies. Each Coalition of Britain, Russia, Austria and Prussia was undermined by their suspicion of each other and ultimately their own self-interest. Napoleon was able to buy off the Russians, Austrians and Prussians with treaties and territories, for example the Treaties of Tilsit in 1807. Only Britain remained opposed to Napoleon throughout the period in question.

While Napoleon’s military leadership was undoubtedly a key factor in the French victory, good student answers should consider the broader context. His transformative impact on the French army, strategic victories, and influential role in diplomatic achievements highlight his significance. However, the pre-existing strengths of the French military, the contributions of other generals, and the broader diplomatic and political landscape, as well as the weaknesses of his rivals, also played vital roles in the campaign’s success. Students are likely to conclude, however, that Napoleon’s leadership was crucial in securing French victory.

0 4 To what extent had Napoleon imposed French rule on the Grand Empire by 1812?

[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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- 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 supporting the view that Napoleon had imposed French rule on the Grand Empire by 1812 might include:

- the Creation of the Napoleonic Code across the territories annexed by France established a uniform legal system. This new centralised form of governance is exemplified by the creation of the Confederation of the Rhine in 1806
- Napoleon successfully restructured the economy of the Grand Empire. He set up a more modern tax system in satellite states. This contributed to the financial stability of the Empire. Napoleon's creation of the Continental System (Berlin Decree of 1806), aimed to weaken Britain economically, further asserting French dominance
- Napoleon's marriage to Marie Louise of Austria in 1809 was a successful diplomatic move which consolidated alliances and added to Napoleon's control of the Empire
- Napoleon controlled the Grand Empire by extending French cultural influence in annexed regions. The establishment of the University of France in 1806 was a step towards centralising educational control.

Arguments challenging the view that Napoleon had imposed French rule on the Grand Empire by 1812 might include:

- Napoleon's control of the Grand Empire was challenged by resistance in Spain following the uprising in Madrid in May 1808. This led to the Peninsular War which drained French resources and exposed the limits of Napoleon's control
- Napoleon's attempt at economic control through the Continental Blockade, while initially damaging to Britain, caused economic hardship in many parts of Europe. This was especially the case in regions like Holland. This led to discontent and a weakening of Napoleon's control
- Napoleon relied on military conquest to control his Empire. This was clearly unsustainable in the long term as the Empire could not continually be at war
- the economic burdens which Napoleon placed on the Grand Empire led to social and economic discontent. Napoleon imposed heavy taxation in order to support the costly demands of French military campaigns. This damaged the economies of the conquered territories.

While Napoleon's imposition of French control on the Grand Empire demonstrated by significant achievements in administration, military conquests, and diplomatic relations, it should be assessed with consideration of the varying degrees of control across different regions. Although some students might choose to specifically reference the different types of pays, such as the pays réunis, pays conquis, and pays allies, this is not necessarily expected. The control was more secure in some areas, while in others it was more tenuous, marked by overextension, economic challenges, military dependence, and internal discontent. Responses that argue Napoleon's control, though marked by notable short-term successes, was ultimately fragile and unsustainable due to growing resistance and external pressures, should be accepted as valid and well-reasoned.