



SAMPLE ASSESSMENT TASKS

MODERN HISTORY

ATAR YEAR 11

Unit 1 – Elective 3: The French Revolution (1774–1804)

Acknowledgement of Country

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Sample assessment task

Modern History – ATAR Year 11

Task 1 – Unit 1 – Elective 3: The French Revolution (1774–1804)

Assessment type	Explanation
Conditions	Time for the task: 55 minutes working time In-class under test conditions
Task weighting	12.5%

Choose **one** of the following questions and write a structured response.

(30 marks)

Question 1

Assess the significance of the fall of the Bastille for bringing an end to the *Ancien Régime* in 1789.

Or

Question 2

- Debate the proposition that the financial crisis was the most influential issue in bringing an end to the *Ancien Régime* in 1789.

Marking key for sample assessment task 1 – Unit 1 – Elective 3

Description	Marks
Introduction	
Provides an introduction that develops a sophisticated proposition, demonstrating a clear understanding of the focus and key terms of the question, and proposes a logical and coherent structure	4
Provides an introduction that clearly identifies a proposition, demonstrating an understanding of the focus of the question, and gives a clear sense of the direction	3
Provides an introduction that includes a simple proposition, demonstrating a general understanding of the topic	2
Provides an introduction that consists of statements outlining the 'who' or 'what' to be discussed	1
Subtotal	/4
Narrative	
Demonstrates a comprehensive understanding of the major features of the historical narrative and evaluates the impact of forces, including people, events, ideas, and structures, and their significance on continuity and change	5
Demonstrates a well-developed understanding of the major features of the historical narrative and discusses the significance of forces, including people, events, ideas and structures on continuity and change	4
Demonstrates a general understanding of some of the major features of the historical narrative and outlines some relationships between forces, including people, events, ideas and structures, and/or continuity and change	3
Demonstrates some understanding of the historical narrative, and identifies minimal relationships between people, events, ideas and structures and/or continuity and change	2
Demonstrates limited understanding of the historical narrative, and makes limited reference to people, events, ideas and/or structures	1
Subtotal	/5
Argument	
Develops a sophisticated and sustained argument that demonstrates depth of critical analysis, which is logical, coherent, and demonstrates an understanding of the complexity of the topic	7–8
Develops a sustained argument that is analytical, logical and coherent, and demonstrates a clear understanding of the topic	5–6
Develops a coherent argument with some analysis, and demonstrates a general understanding of the topic	3–4
Develops a disjointed response with minimal sense of argument, containing generalisations and statements that suggests limited understanding of the topic	1–2
Subtotal	/8

Description	Marks
Supporting evidence	
Consistently uses detailed, accurate and relevant evidence including a wide range of historical examples, quotations, statistics and sources to assist critical analysis and evaluation and, where appropriate, argue for and against a view/proposition. Engages with different perspectives and interpretations of history to develop and strengthen arguments	9–10
Uses accurate and relevant evidence including a range of historical examples, quotations, statistics and sources to assist analysis. Incorporates perspectives and interpretations of history to strengthen arguments	7–8
Uses mostly accurate and relevant evidence, including a range of historical examples, quotations, statistics and sources to support analysis. Begins to refer to perspectives and interpretations of history to support arguments	5–6
Uses some accurate and relevant evidence which may include historical examples, quotations and/or sources to support the response	3–4
Provides minimal evidence and/or historical examples to support a limited response	1–2
Subtotal	/10
Conclusion	
Provides a conclusion that effectively draws the argument or point of view together	3
Provides a conclusion that summarises the argument or point of view	2
Provides a conclusion that generally restates the essay's point of view	1
Subtotal	/3
Total	/30
Answers could include:	
The specific content will depend on the focus of the class work; however, some of the following elective content should be covered:	
<ul style="list-style-type: none"> political tensions of the <i>Ancien Régime</i> including the exercise of powers based on absolutism and royal prerogative; increasing size and wealth of the bourgeoisie and their exclusion from political power influence of the Enlightenment as a motivating force for change through the middle class economic issues in France, including food shortages; inflation and unemployment; inequitable burden of taxation financial crisis generated by the involvement of France in foreign wars and the taking out of foreign loans without ability to repay events of the political crisis, including the revolt of the nobility and demand for the Estates-General; the writing of the <i>Cahiers de Doleances</i>; the debate over method of voting; and the declaration of the National Assembly; the King's negative response to events and the military threat political activity of the Paris crowd, including the role of the <i>sans-culottes</i>. 	

Sample assessment task

Modern History – ATAR Year 11

Task 2 – Unit 1 – 3: The French Revolution (1774–1804)

Assessment type	Historical inquiry
Conditions	Part A – Independent historical inquiry Conducted over 4 weeks in class and at home Part B – In-class validation essay, under test conditions Time allowed: 50 minutes
Task weighting	10% for the pair of units

Part A: Historical questions and inquiry

(30 marks)

The ideas of citizenship and inalienable rights were central to the French Revolution. They were particularly central to the actions of the Paris crowd, the *sans-culottes* and the peasants, at the many critical junctures of revolutionary action.

Conduct an in-depth inquiry into the role and impact of the *sans-culottes* and the peasants in the struggles of the Revolution until the abolition of the monarchy in September 1792, and the impact of the ideas of citizenship and inalienable rights on their actions.

In conducting your research, you must locate one primary source (S1) that presents a clear perspective on the topic. You must also locate two secondary sources (S2 and S3) that each outline a clear historical interpretation of the topic.

Follow the historical inquiry process as outlined below.

- Read all the requirements and develop an inquiry plan to structure how you will undertake the research task (to examine role and impact of the *sans-culottes* and the peasants in the struggles of the Revolution until the abolition of the monarchy in September 1792, and the impact of the ideas of citizenship and inalienable rights on their actions).
- Develop inquiry questions to guide the research task.
- Select a variety of note-taking templates to gather information. You should use one note-taking template per inquiry question.
- Find supporting evidence – identify, locate and organise relevant information for each inquiry question. You must make use of at least six different bibliographical references (e.g. textbooks, websites, newspapers, articles etc.), including three historical sources. (S1, S2 and S3).
- Ensure the information in your note-taking frameworks:
 - includes a range of primary and secondary material
 - reflects the topic in the inquiry question
 - presents different perspectives
 - is correctly referenced in-text and in an annotated bibliography.

Once your historical inquiry note-taking process is complete, use your three historical sources (S1, S2 and S3) to answer the following questions:

- A. Identify and explain the purpose of Source 1. (3 marks)
- B. Discuss the reliability of Source 2 and Source 3. (6 marks)
- C. Analyse the historical interpretations represented in Sources 1, 2 and 3. (6 marks)

Please submit your inquiry plan, inquiry questions, note-taking frameworks, written responses to questions a, b and c and your annotated bibliography for marking on the day of your validation.

Part B: In class validation essay

(30 marks)

Write an in-class validation essay responding to an unseen question under test conditions. Research notes may be used.

Part A – Historical questions and inquiry**(30 marks)****1. Planning****(3 marks)**

Use the template below to plan your historical inquiry process. Be as specific as possible. The first thing you need to do is to allocate time for research.

Inquiry plan

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Lesson 5	Lesson 6	Lesson 7	Lesson 8

Develop inquiry questions using the 5 Ws chart below. You need at least two questions for each section.

Inquiry questions

Who	What	When	Where	Why	How

2. Locating sources and taking notes

(7 marks)

You need to find supporting evidence – identify, locate and organise relevant information for each inquiry question (you must make use of at least six different bibliographical references e.g. textbooks, websites, newspapers, articles etc.), including three historical sources (S1, S2 and S3). You must locate one primary source (S1) that presents a clear perspective on the topic and two secondary sources (s2 and S3) that each outline a clear historical interpretation of the topic.

For each inquiry question you need to take notes using a note-taking framework. You need to choose a variety of note-taking frameworks. Some suggestions are:

- Cornell notes
- structured overview
- mind maps
- fishbone.

Note: this is not an exhaustive list.

Ensure the information in your note-taking frameworks:

- includes a range of primary and secondary material
- reflects the topic in the inquiry question
- presents different perspectives
- is correctly referenced using in-text referencing to link your notes to the source used.

3. Annotated bibliography

(5 marks)

You will need to compile a correctly structured, annotated bibliography of **all** the sources you have used in your inquiry research (including those you decided not to include in your notes). Ideally you will compile this as you are conducting your research.

Ensure that each reference contains the following:

- a full citation (bibliographical reference) of the source
- an annotation (short paragraph of approx. 100–150 words) that includes a summary of the source's content and a brief statement of how the source was applied to your research process and whether it was a useful source in answering your inquiry questions.

You may also wish to include the following in your annotation:

- the author's background
- the main argument or message of the source
- the intended audience
- conclusions made by the author
- the reliability of the source.

Sample assessment task

Modern History – ATAR Year 11

Task 2 – Unit 1 – 3: The French Revolution (1774–1804)

Assessment type	Historical inquiry
Conditions	Part B – In-class validation essay, under test conditions Time allowed: 50 minutes
Task weighting	10% for the pair of units

Part B: Essay

(30 marks)

Write an in-class validation essay responding to the question below. Research notes may be used. The blank space beneath the question can be used for planning.

Question:

Critically evaluate the role of the *sans-culottes* and the peasants in the struggles of the revolution, and describe the impact of the key ideas of citizenship and inalienable rights on their actions.

Marking key for sample assessment task 2– Unit 1 – Elective 3: The French Revolution (1774–1804)

Part A: Historical inquiry

Description	Marks
Inquiry questions	
Historical questions and inquiry	
Develops a coherent and detailed research plan and frames a comprehensive set of sophisticated questions that clearly address the focus of the inquiry topic	3
Develops a clear and logical research plan and frames a relevant set of questions that address the focus of the inquiry topic	2
Develops a structured research plan and frames a set of general questions that address the general nature of the inquiry topic	1
Subtotal	/3
Inquiry notes	
Chronology, terms and concepts	
Uses appropriate historical terms and concepts consistently throughout the inquiry to demonstrate a well-developed historical knowledge and understanding, including identifying relevant links between events	3
Uses some relevant historical terms and concepts throughout the inquiry to demonstrate a general historical knowledge and understanding, minimal links between events identified.	2
Uses minimal historical terms and concepts throughout the inquiry demonstrating a limited historical knowledge and understanding, no identification of links between events	1
Subtotal	/3
Historical questions and inquiry	
Presents a comprehensive set of notes making use of a wide range of relevant primary and secondary sources. Incorporates a range of synthesised evidence from the selected sources, organised logically within multiple note-taking frameworks	4
Presents a detailed set of notes making use of a range of relevant primary and secondary sources. Incorporates synthesised evidence from the selected sources, organised logically within multiple note-taking frameworks	3
Presents general notes making use of a range of mostly relevant primary and secondary sources. Some evidence is incorporated from the sources, organised with some structure within a note-taking framework	2
Presents minimal notes making use of some relevant primary and/or secondary sources. Limited evidence from the sources is incorporated in brief notes that show minimal structure	1
Subtotal	/4

Description	Marks
Annotated bibliography	
Historical questions and inquiry	
Presents a comprehensive list of bibliographical sources (including those not used in notes), accurately following the required format. Annotations provided are of appropriate length and include the content of the sources and a comprehensive analysis of the reliability and usefulness of the selected sources. Sources are correctly attributed through in-text referencing	5
Presents a detailed list of bibliographical sources following the required format, that is mostly accurate. Annotations provided are of appropriate length and include the content of the sources and a well-developed analysis of the reliability and usefulness of the selected sources. Sources are mostly attributed correctly through in-text referencing	4
Presents a sufficient list of bibliographical sources, with some level of accuracy, mostly following the required format. Brief annotations provided include the content of the sources and some general analysis of the selected sources and why they were helpful in the inquiry process. In-text referencing is sometimes used	3
Presents a brief list of biographical sources used, generally following the required format. Brief annotations provided that include the general content of the sources and reasons why they were helpful in the inquiry process. Limited use of in-text referencing	2
Compiles a brief list of the sources used, with no annotations. Little or no use of in-text referencing	1
Subtotal	/5
Source analysis questions	
Identify and explain the purpose of Source 1.	
Explains the purpose of Source 1 by providing detailed, accurate and relevant evidence	3
Outlines the purpose of Source 1 by providing accurate and relevant evidence	2
Identifies or provides a general comment about the purpose of Source 1	1
Subtotal	/3
Discuss the reliability of Source 2 and Source 3.	
Discusses the reliability of both sources supported by detailed, accurate and relevant evidence.	6
Explains the reliability of both sources supported by mostly accurate and relevant evidence.	5
Describes the reliability of both sources supported by some relevant evidence.	4
Discusses the reliability of one source supported by detailed, accurate and relevant evidence	3
Explains the reliability of one source supported by mostly accurate and relevant evidence.	2
Provides a general comment about the reliability of one or both sources supported by limited evidence	1
Subtotal	/6

Description	Marks
Analyse the historical interpretations represented in Sources 1, 2 and 3.	
Identifies the historical interpretation represented in Source 1	1
Identifies the historical interpretation represented in Source 2	1
Identifies the historical interpretation represented in Source 3	1
Analyse the historical interpretations represented in all three sources, by providing accurate and relevant evidence to reference motive, purpose, bias, time, place and/or reliability	3
Explains the historical interpretations represented in at least two sources, by providing some relevant evidence to reference motive, purpose, bias, time, place and/or reliability	2
Outlines the historical interpretations represented in at least one of the sources supported by limited evidence to reference motive, purpose, bias, time, place or reliability	1
Subtotal	/6
Part A Total	/30

Marking key for sample assessment task 2 – Unit 1 – Elective 3: The French Revolution (1774–1804)

Part B: Validation essay

The specific content will depend on the focus of the class work for this elective.

Description	Marks
Introduction	
Provides an introduction that develops a sophisticated proposition, demonstrating a clear understanding of the focus and key terms of the question, and proposes a logical and coherent structure	4
Provides an introduction that clearly identifies a proposition, demonstrating an understanding of the focus of the question, and gives a clear sense of the direction	3
Provides an introduction that includes a simple proposition, demonstrating a general understanding of the topic	2
Provides an introduction that consists of statements outlining the 'who' or 'what' to be discussed	1
Subtotal	/4
Narrative	
Demonstrates a comprehensive understanding of the major features of the historical narrative and evaluates the impact of forces, including people, events, ideas, and structures, and their significance on continuity and change	5
Demonstrates a well-developed understanding of the major features of the historical narrative and discusses the significance of forces, including people, events, ideas and structures on continuity and change	4
Demonstrates a general understanding of some of the major features of the historical narrative and outlines some relationships between forces, including people, events, ideas and structures, and/or continuity and change	3
Demonstrates some understanding of the historical narrative, and identifies minimal relationships between people, events, ideas and structures and/or continuity and change	2
Demonstrates limited understanding of the historical narrative, and makes limited reference to people, events, ideas and/or structures	1
Subtotal	/5
Argument	
Develops a sophisticated and sustained argument that demonstrates depth of critical analysis, which is logical, coherent, and demonstrates an understanding of the complexity of the topic	7–8
Develops a sustained argument that is analytical, logical and coherent, and demonstrates a clear understanding of the topic	5–6
Develops a coherent argument with some analysis, and demonstrates a general understanding of the topic	3–4
Develops a disjointed response with minimal sense of argument, containing generalisations and statements that suggests limited understanding of the topic	1–2
Subtotal	/8

Description	Marks
Supporting evidence	
Consistently uses detailed, accurate and relevant evidence including a wide range of historical examples, quotations, statistics and sources to assist critical analysis and evaluation and, where appropriate, argue for and against a view/proposition. Engages with different perspectives and interpretations of history to develop and strengthen arguments	9–10
Uses accurate and relevant evidence including a range of historical examples, quotations, statistics and sources to assist analysis. Incorporates perspectives and interpretations of history to strengthen arguments	7–8
Uses mostly accurate and relevant evidence, including a range of historical examples, quotations, statistics and sources to support analysis. Begins to refer to perspectives and interpretations of history to support arguments	5–6
Uses some accurate and relevant evidence which may include historical examples, quotations and/or sources to support the response	3–4
Provides minimal evidence and/or historical examples to support a limited response	1–2
Subtotal	/10
Conclusion	
Provides a conclusion that effectively draws the argument or point of view together	3
Provides a conclusion that summarises the argument or point of view	2
Provides a conclusion that generally restates the essay's point of view	1
Subtotal	/3
Part B Total	/30

Sample assessment task

Modern History – ATAR Year 11

Task 3 – Unit 1 – 3: The French Revolution (1774–1804)

Assessment type: Source analysis

Conditions: Time for the task: 5 minutes planning time, 35 minutes working time, in class
Provided: a source booklet consisting of three sources which have been selected by the teacher

Task weighting: 10%

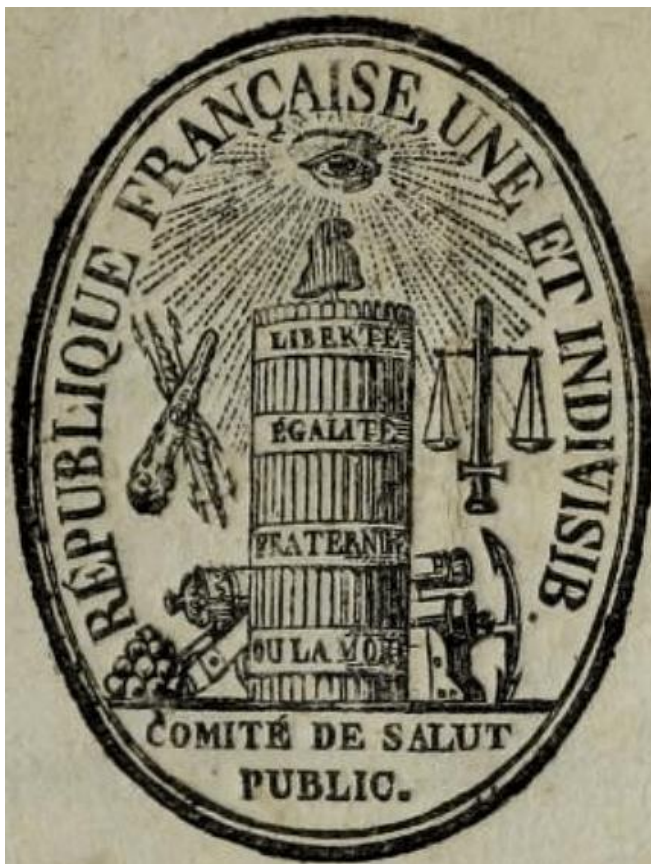
Source analysis

(20 marks)

Source 1

Emblem of the Committee of Public Safety

English translation: French Republic, one and indivisible. Liberty, Equality and Fraternity or Death.



Source 2

Depiction of the Drownings at Nantes during the Reign of Terror; engraving by Charles François Gabriel Levache, c. 1797–1817. Housed in the Bibliothèque nationale de France.



Source 3

Extract from the work of Peter McPhee, offering a recent interpretation of the period 1792–1794.

The year of ‘terror until peace’ is best explained by an explosive combination of circumstances and convictions: the profound belief that the virtues inherent in the Revolution were self-evident and to be defended at all costs; the actuality of internal counter-revolution and external invasion, especially after the schism in the Church and the declaration of war; and the difficulty of creating a legitimate central authority that both militant sans-culottes and fractured political groupings would accept. All of these created intense emotions of fear and suspicion, which led to the minority in the Convention supporting the suspension of peacetime civil liberties and constitutional government, and to the centralisation of authority. The government would be revolutionary until peace – but who could say when peace had been achieved? Ultimately the Convention did so in Thermidor.

End of sources**Task 3 – Unit 1 – 3: The French Revolution (1774–1804)**

- Source 1:** Billaud-Varenne, J., & Collot d’Herbois, J. (1794). [Committee of public safety emblem]. Retrieved October, 2023, from <https://www.worldhistory.org/image/16694/committee-of-public-safety-emblem-1794/>
- Source 2:** Levache, C. (1794). [Illustration of the drownings at nantes during the reign of terror]. Retrieved October, 2023, from <https://www.worldhistory.org/image/16606/drownings-at-nantes-1793-94/>
- Source 3:** McPhee, P. (2017). *Liberty or Death. The French Revolution*. Yale University Press, pp. 272-273.

Marking key for sample assessment task 3 – Unit 1 – Elective 3: The French Revolution (1774–1804)

Source analysis

(20 marks)

(a) Outline the historical context of **Source 1**.

(3 marks)

Description	Marks
Outlines the historical context of Source 1, providing accurate and specific details about the relevant events, people and ideas	3
Outlines the historical context of Source 1, providing mostly accurate details about the relevant events. People and/or ideas	2
Identifies the focus of the source	1
Subtotal	/3

Note: focus of the source should be identified but does not need to be explicitly stated. Students should identify pertinent aspects of the context of the source which explain the existence of the Committee of Public Safety (CPS).

- The focus of the source is the CPS.
- The CPS was one of the mechanisms used by the Convention to rule through terror.
- The terror emerged first in August 1792 with the attack on the Tuileries and the September Massacres, and then intensified from March 1793 after the Convention passed measures to deal with opposition to their rule.
- The CPS was established in April 1793, with its role being to supervise the activities of the Ministers of the Convention.
- The CPS was composed of 9 members, none of which were Girondins.
- In June 1793, the CPS was restructured and consisted of 12 members, and then went on to fundamentally lead the government.

- (b) Compare and contrast the authors' perspectives of the Reign of Terror, presented in **Source 2** and **Source 3**. (7 marks)

Description	Marks
Identifies the perspective of Source 2	1
Identifies the perspective of Source 3	1
Subtotal	/2
Discusses the points of comparison and contrast between the perspectives of Sources 2 and Source 3, supported by detailed, accurate and relevant evidence	5
Explains the points of comparison and contrast between the perspectives of Source 2 and 3, supported by mostly accurate and relevant evidence	4
Describes some points of comparison and contrast between the perspectives of Sources 2 and 3, supported by some evidence	3
Describes a point of comparison or contrast of the perspectives of Sources 2 and 3, supported by mostly accurate and relevant evidence	2
Provides a general comment about the perspectives of Sources 2 and 3, supported by limited evidence	1
Subtotal	/5
Total	/7

Note: Evidence should be identified from the sources to support answers.

Sample answer:

- Source 2's author has the perspective that the Reign of Terror was excessively violent, with cruel forms of murder used. The engraving shows person to person fighting, suggesting the author perceived the violence as grotesquely personal. As an artist in France during the revolution, he was possibly excluded from advancing in wealth and power through the revolution, and therefore was likely very critical of the actions of the revolutionaries. His motive in depicting the terror in this way would have been to document this significant moment in history.
- Source 3's author has a similar perspective as Source 2's, in that he believes the revolution's violence was intense and created highly challenging and harmful circumstances for the people of France, as they were brought in emotionally to the events of the terror.
- Source 3's author is a modern historian with expertise in the French Revolution. His perspective is shaped by his objective knowledge of the period, and his belief that the period of terror was a structural outcome of the revolution not intended by the revolutionaries but rather generated by the commitment of the revolutionaries to change.

- (c) Analyse the impacts of the 'Reign of Terror' represented in **Sources 1, 2 and 3** as a consequence of the French Revolution. (10 marks)

Description	Marks
Analyses clearly the impact of the Reign of Terror represented in all three sources as a consequence of the French Revolution, providing detailed, accurate and relevant evidence to reference aspects such as consequences, extent, duration and/or relevance within the whole period of study, including omissions for the sources	9–10
Analyses the impact of the Reign of Terror represented in all three sources as a consequence of the French Revolution, providing accurate and relevant evidence to reference aspects such as consequences, extent, duration and/or relevance within the whole period of study, including omissions for the sources	7–8
Explains the impact of the Reign of Terror represented in at least two of the sources as a consequence of the French Revolution, providing some accurate and relevant evidence to reference aspects such as consequences, extent, duration and/or relevance within the whole period of study	5–6
Outlines the impact of the Reign of Terror represented in at least one of the sources as a consequence of the French Revolution, providing some relevant evidence to reference aspects such as consequences, extent and/or duration	3–4
Identifies or provides a general comment on the impact of the Reign of Terror represented in one or more of the sources as a consequence of the French Revolution, supported by limited evidence	1–2
Subtotal	/10
Total	/20
<p>Note: this question should not be a reiteration of the details or messages of the sources. Evidence should be identified from the sources to support answers.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> Impacts of the Reign of Terror depicted in the sources include the establishment of formal mechanisms for terror; the wideranging involvement of the French people as revolutionaries or counter-revolutionaries, as referenced in the comments of McPhee, or merely as identified suspects; the destruction of communities and social structures through the violent events of the terror, such as those depicted in Source 2 by Levache. These impacts were significant in establishing the Reign of Terror as a critical period of the revolution and ultimately destroying the gains they aspired to; also significant in the social, economic and political impacts it created through violence, destruction and deaths. The formality of the terror through the CPS, as indicated by their having an emblem for the organisation in Source 1, eventually turned on itself which resulted in the execution of Robespierre and other supporters, and gave rise to the establishment of the Directory, which would in turn lead to the rise of Napoleon as dictatorial emperor of France by 1804. 	

Acknowledgements

Task 3 – Unit 1 – 3: The French Revolution (1774–1804)

- Source 1:** Billaud-Varenne, J., & Collot d’Herbois, J. (1794). [Committee of public safety emblem]. Retrieved October, 2023, from <https://www.worldhistory.org/image/16694/committee-of-public-safety-emblem-1794/>
- Source 2:** Levache, C. (1794). [Illustration of the drownings at nantes during the reign of terror]. Retrieved October, 2023, from <https://www.worldhistory.org/image/16606/drownings-at-nantes-1793-94/>
- Source 3:** McPhee, P. (2017). *Liberty or Death. The French Revolution*. Yale University Press, pp. 272-273.