



2005 Sample Exam

| | STUDENT NUMBER | | | | | | | | LETTER |
|---------|----------------|--|--|--|--|--|--|--|--------|
| Figures | | | | | | | | | |
| Words | | | | | | | | | |

HISTORY: Revolutions Written Examination

Reading time: 15 minutes

Writing time: 2 hours

QUESTION AND ANSWER BOOK

Structure of book

| <i>Section</i> | <i>Number of questions</i> | <i>Number of questions to be answered</i> | <i>Number of marks</i> |
|----------------|----------------------------|---|------------------------|
| A Part 1 | 2 | 2 | 20 |
| Part 2 | 1 | 1 | 20 |
| B Part 1 | 1 | 1 | 20 |
| Part 2 | 1 | 1 | 20 |
| | | | Total 80 |

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners and rulers.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or white out/liquid/tape.
- No calculator is allowed in this examination.

Materials supplied

- Question and answer book of 25 pages.
- A script book is available from the supervisor if required.

Instructions

- Write your student number in the space provided above on this page, and on the front cover of any script book used.
- All written responses must be in English.

At the end of the examination

- If a script book is used, place it inside the front cover of this question and answer book.

Students are NOT permitted to bring mobile phones and/or any other electronic communication devices into the examination room.

Disclaimer notice: The HTAV takes no responsibility should the examination paper students sit actually differ in layout or design to these sample papers. Nor does the HTAV claim, in any way, that the questions in these sample papers will be those the students actually answer. Please note the number of pages in the sample booklet may differ to the VCAA examination booklet.

SECTION A - Revolution One

Instructions for Section A

Answer all questions in Section A. You are required to use the same revolution for all questions in this section.

Part 1: Revolutionary ideas, leaders, movements and events

For each question in Part 1, indicate the option (a., b., c. or d.) you have chosen in the box provided.

Question 1

Choose one of the following.

a. How did the presence of British troops contribute to a revolutionary situation in the American colonies between 1763 and 1775?

OR

b. How did revolutionary leaders and radical ideas create criticisms of the Old Regime in France in the decades before 1789?

OR

c. How did Russia's unsuccessful experience of war in 1905 and 1914-1917 help cause the revolutionary events of 1905 and February 1917?

OR

d. Explain how the Sino-Japanese War contributed to pressure for revolutionary change in China.

Either a., b., c. or d.

10 marks

Question 2

Choose **one** of the following.

- a. Explain the significance of Thomas Paine and Thomas Jefferson in the development of the American Revolution between 1763 and 1776.

OR

- b. What were the main political, social and legal principles that were developed in France between June and August 1789?

OR

- c. How important was Lenin in providing the ideas, the timing and the planning of the October 1917 Revolution?

OR

- d. Explain the importance of revolutionary ideas developed during the period of the Long March and their impact on the revolutionary situation in China before 1949.

Either **a., b., c.** or **d.**

10 marks

Part 2: Creating a New Society**Question 3**

Choose one of the following. Write on the same revolution you used to answer Questions 1 and 2.

America

Adapted from *The Great Experiment*, 1955, page 50

The historian Frank Thistlethwaite wrote:

The Constitutional Convention had no option but to pursue a bold course. They had been empowered to suggest amendments to the Articles of Confederation which would strengthen the federal powers. But they quickly concluded what many had known all along: that the Articles were incapable of amendment for this purpose. Therefore, the Convention had no alternative but to 'go behind' the Articles and to draft a new constitution of sufficient strength – and yet one which the people of the States might be lobbied into accepting. Behind closed doors they were conspiring to depose the existing order and to substitute a government of their own design. In an elegant, statesmanlike way these conservative gentry had become revolutionaries. The coup d'etat they plotted was a counter-revolution.

a. What does Thistlethwaite believe was the task set for the Constitutional Convention?

2 marks

b. What reasons does Thistlethwaite provide for the Convention's decision to write a new constitution?

2 marks

c. What does Thistlethwaite think was ultimately accomplished by the Constitutional Convention?

2 marks

d. Using your own knowledge, explain the circumstances that led to the Constitutional Convention in 1787.

6 marks

e. Explain the usefulness of this extract in understanding the developments in America in 1787-89. What other perspectives may exist?

8 marks

OR

France

Adapted from *The Oxford History of the French Revolution*, by William Doyle

Once the crumbling away of the old absolute monarchy began to look irreversible in 1788, men began to turn their minds towards what to put in its place. With [...] the drafting of the Books of Grievances, the whole of France, far beyond the educated elite, was invited to consider the question, too. Suddenly anything seemed possible. Any abuse seemed remediable. Here was an opportunity for enlightened men to bring about a more rational, just, and humane organisation of the [nation]. The National Assembly which launched the Revolution [saw itself] as the product of the triumph of the Enlightenment.

It was resistance that made the Revolution violent. It was [simple-minded] of the men of 1789 to think that they could regenerate the nation without opposition, and imagine that the honesty and [goodness] of their intentions would be as obvious to others as to themselves. [...] Critics who trace the spirit of terror back to 1789, because even then the patriots had not hesitated to use [threats] to get their way, were not therefore entirely wrong.

Was, then, the revolution worth it in material terms? For most ordinary French subjects turned by it into citizens, it cannot have been. [...] Popular rejection of what the revolution had become was not [limited] to the open rebellion of the Vendée [or] Brittany. Almost 32,000, a third of all registered [emigrated people] were peasants or workers turning their back on the land of liberty.

Yet some groups undoubtedly gained. Pride of place must go to the owners of land. Freed in August 1789 from the burdens of feudalism and the tithe, they were able to reclaim property as the supreme social and political commodity. The sale of national lands, especially in the mid-1790s when they had been marketed in small lots, had produced an increase in the number of petty peasant owners [...] The great gainers from the redistribution of church and noble property were the bourgeoisie. [...] The bourgeoisie also gained by the revolution, in the end, as the group from which the professions were recruited. The men of 1789 had proclaimed careers open to talent, believing that neither birth nor wealth should give privileged access to employment.

- a. Why did the revolutionaries believe that they represented the triumph of the Enlightenment?

2 marks

- b. Why, according to Doyle, did the Revolution become violent?

2 marks

- c. What evidence does Doyle provide that some ordinary working people were not satisfied with the Revolution?

2 marks

d. Using your own knowledge, explain why the new society created by the French Revolution was strongly supported by some groups in French society, but strongly resisted by others.

6 marks

e. Explain the usefulness of this extract in understanding the changes and the continuities in the new society that emerged in France between 1789 and 1795.

8 marks

OR

Russia

From *The Tarasov Saga : From Russia through China to Australia*, 2002, pages 26-27

Gary Nash describes the Civil War from the perspective of a family member:

Although the Bolsheviks had gained power, a large opposing faction was unprepared to take their policies lying down. The bourgeoisie, owners of land and industry, organised political and military resistance and a number of prominent generals from the Imperial Army formed contingents of White forces aiming to overthrow the new government and restore the monarchy ...

On joining the White Army in February 1918, Leonid was promoted to the Colonel. The Communist Revolution had moved....from St Petersburg to Moscow. After Russia pulled out of the war, returning soldiers boosted both the White and Red Army ranks, and the fighting escalated. The Civil War became vicious and bloody.

It was the innocent village people who suffered most. When troops entered –either White or Red – they would administer what was called ‘political justice’, shooting some, conscripting others, commandeering horses and wagons and collecting provisions. Often the same villages were later reoccupied by the other side, which would administer its own form of justice, mostly with vengeance in mind.

- a. Who, according to Nash, suffered the most during the Civil War?

2 marks

- b. Name two sections of Russian society who opposed the Bolsheviks.

2 marks

- c. What does the extract suggest occurred when the Bolsheviks ended Russia’s involvement in the Great War?

2 marks

d. Using your knowledge, explain how and why the Civil War began in Russia.

6 marks

e. To what extent is this extract useful in understanding the nature and impact of the Civil War upon Russia?

8 marks

OR

China

Cited in C.K McDonald, *Modern China*.

In the 1960s Colin Mackerras visited the Dazhai commune in Shaanxi and later wrote:

The fame of Dazhai is to be seen from the fact that in every Chinese village the slogan 'learn from Dazhai' can be seen in large letters on the walls. It is famous because of the way its 365 people have set an example by carving out terraced fields from steep stony hillsides. They have done this through sheer hard work using only simple tools.

I saw a peasant ploughing one of the terraced hills with an ox-drawn wooden plough. Behind him another scattered seed, while a third spread manure. The fields are irrigated mainly by hand. To educate the young, sections of the land are kept just as they used to be. There is a big difference.

Dazhai is poor in many ways but there is no doubt that it is progressing very fast! It has a special feeling about it, a real sense of community and a pride in what has been achieved.

'It is because we study Chairman Mao's works,' said a young Dazhai peasant. 'He teaches us not to fear difficulties or hard work. He also tells us the need to serve the people and look at problems in a scientific way.'

a. What evidence is offered to suggest that Dazhai is a successful commune?

2 marks

b. What reasons are offered for this success?

2 marks

c. Why might the Communist Party have encouraged Westerners to visit Dazhai?

2 marks

- d. Using your knowledge, explain the ideas and leaders responsible for the development of communes in China during the Great Leap Forward.

6 marks

- e. To what extent is this extract useful in assessing the commune system during the Great Leap Forward?

8 marks

SECTION B - Revolution Two**Instructions for Section B**

Answer both questions. The revolution you choose for Section B must not be the same as the revolution you chose for Section A. Use this second revolution to answer both questions in this section.

Part 1: Revolutionary ideas, leaders, movements and events**Question 4**

Choose one of the following.

America



The Boston Massacre, Engraving after the painting by Alonzo Chappel.
This representation appeared in America in 1868.

a. What groups were involved in this event?

2 marks

b. How are the soldiers represented in this image?

2 marks

c. How are the civilians represented in this image?

2 marks

d. Using your knowledge, explain the significance of the Boston Massacre in the development of revolution in America.

6 marks

e. Explain the usefulness of this image in understanding the Boston Massacre as a significant event.

8 marks

OR

France



This image was published in France during or shortly after August 1789.

The words written in French on the building at the left read 'Suppression of dove cages, the night of 4-5 August 1789'.

The words written in French on the snakes on the ground refer to the many different sorts of feudal dues paid by peasants under the Old Regime.

- a. What does this representation suggest about the new relationship between the three main groups in French society as a result of the events of 4-5 August 1789?

2 marks

- b. What details in the representation refer to aspects of feudalism that most angered peasants during the Old Regime?

2 marks

- c. What key revolutionary event is referred to in this representation?

2 marks

- d. Using your own knowledge, explain how this representation fits into the broader pattern of revolutionary events around July-August 1789.

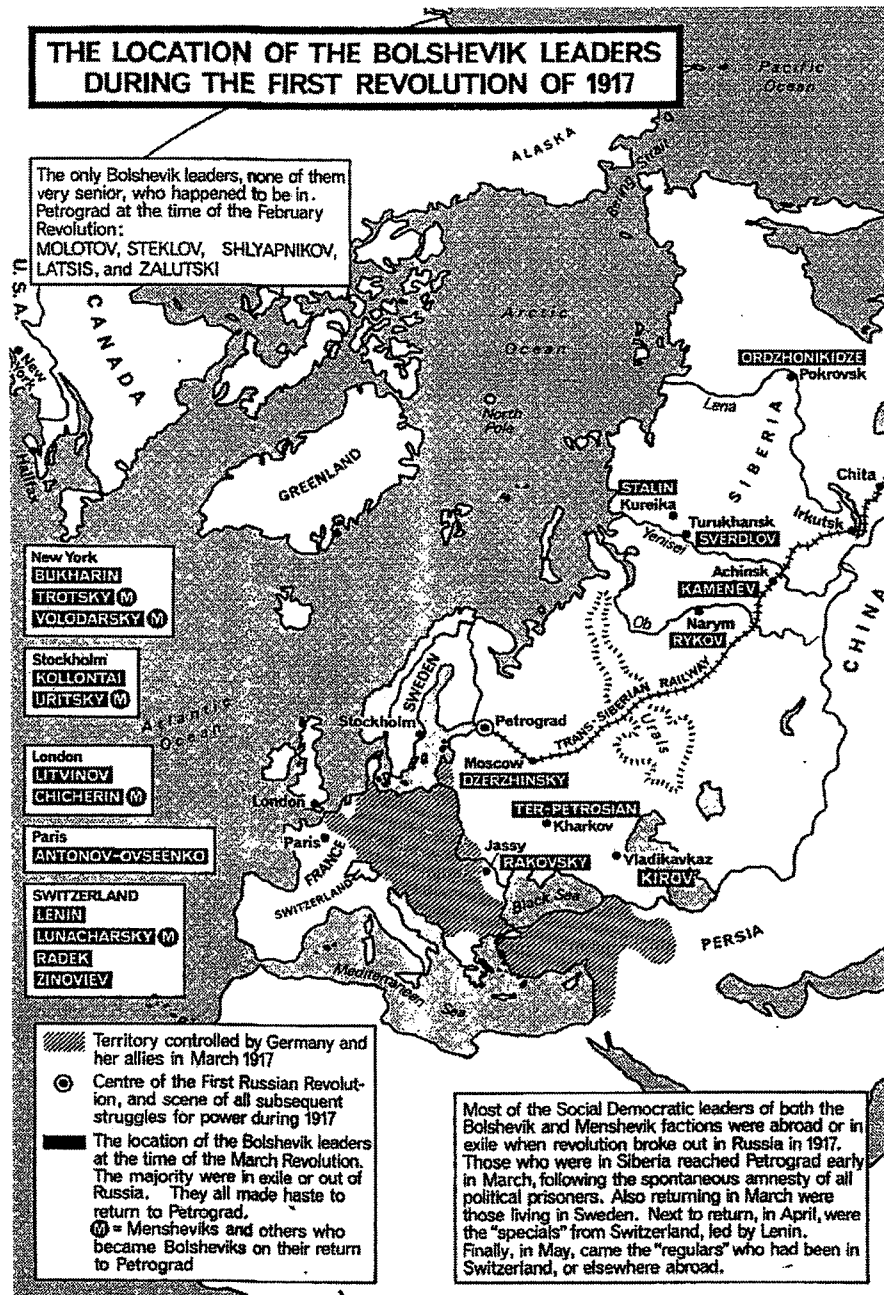
6 marks

e. To what extent is this representation useful in understanding the role of revolutionary movements in forcing revolutionary leaders to take action on the economic issues that most affected the lives of ordinary people?

8 marks

OR

Russia



The location of the Bolshevik leaders during the First Revolution of 1917.

G. Whitcher. *Revolution in Russia*, 1992.

a. Which city was the centre of the February Revolution of 1917?

2 marks

b. List two members of the Bolshevik Party who were in Russia in February 1917.

2 marks

c. Why were so few leaders of the revolutionary movement in Russia in 1917?

2 marks

d. Using your knowledge, explain the role of political parties in the February Revolution of 1917.

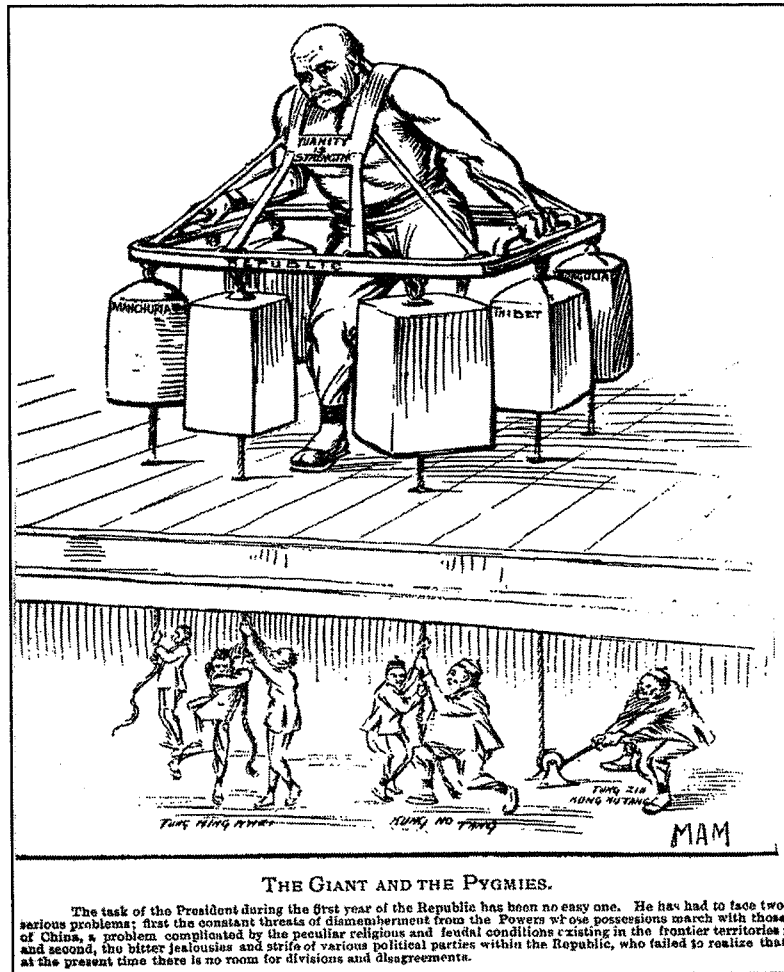
6 marks

e. To what extent is this graphic useful in understanding the role of the Bolsheviks in the February Revolution?

8 marks

OR

China



The National Review, 12 October 1912

a. What reason could be offered to explain the misspelling of the word 'unity' in this representation?

2 marks

b. What is the significance of the weights balancing on the shoulders of the giant?

2 marks

c. What is the cartoonist's attitude to the three groups depicted as the 'pygmies' in this representation?

2 marks

d. Using your knowledge, explain the meaning of this representation's view of Yuan Shikai.

6 marks

e. To what extent is this representation useful in understanding the ideas and leadership of Yuan Shikai in the first year following the fall of the Qing?

8 marks

Part 2: Creating a New Society

Question 5

Choose one of the following. Write on the same revolution you used to answer Questions 4.

a. Discuss the extent to which the new regime was able to include the ideas that originally inspired revolution. Provide evidence to support your answer.

OR

b. Discuss the extent to which the new regime responded to problems in similar ways as the old regime. Provide evidence to support your answer.

OR

c. Discuss the extent to which the new regime reflected significant political, economic and social change from the old regime. Provide evidence to support your answer.

Either a., b., c. or d.

20 marks

A script book is available from the supervisor if you need extra paper to complete your answer. Please ensure you write your **student number** in the space provided on the front cover of the script book. At the end of the examination, place the script book inside the front cover of this question and answer book.

END OF QUESTION AND ANSWER BOOK