VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

Victorian Certificate of Education 2004

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER

										Letter
Figures										
Words										

HISTORY: Revolutions

Written examination

Friday 12 November 2004

Reading time: 3.00 pm to 3.15 pm (15 minutes)
Writing time: 3.15 pm to 5.15 pm (2 hours)

QUESTION AND ANSWER BOOK

Structure of book

Section	*Number of questions*	*Number of questions to be answered*	*Percentage of marks*	*Suggested times (minutes)*
A	2 (10 parts)	2 (4 parts)	20	20
B	1 (10 parts)	1 (2 parts)	30	40
C	3	1	50	60
			Total 100	120

- 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 21 pages, including **Assessment criteria** on page 21. There is a detachable insert for Section B in the centrefold.
- A script book is available from the supervisor if required.

Instructions
- Detach the insert from the centre of this book during reading time.
- 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.

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SECTION A

Instructions for Section A

This section of the examination paper contains two questions – Question 1 and Question 2. These questions examine aspects of Areas of Study 1 and 3, 'Crisis in the Old Regime' and 'Creating a New Society'. Answer **two parts** of Question 1 and **two parts** of Question 2. Write no more than a paragraph for each of the four parts.

Question 1

Choose any **two** of the following.

a. Name **two** events which created social and/or political tension for the government of Charles I between **1637** and **1640** and explain the significance of **one** of these events.

OR

b. Name **two** events which created social and/or political tension for the government of Great Britain in its relations with the American colonists between **1760** and **1770** and explain the significance of **one** of these events.

OR

c. Name **two** events which created social and/or political tension for the government of Louis XVI between **1781** and **June 1789** and explain the significance of **one** of these events.

OR

d. Name **two** events which created social and/or political tension for the government of Nicholas II between **1905** and **February 1917** and explain the significance of **one** of these events.

OR

e. Name **two** events which created social and/or political tension for the Qing dynasty between **1898** and **October 1911** and explain the significance of **one** of these events.

SECTION A

Question 1

☐ **Either a., b., c., d. or e.**

☐ **Either a., b., c., d. or e.**

Question 2

Choose any **two** of the following.

a. Name **two** measures taken by the revolutionary regime in England against opposition to the revolution between **1646** and **1660** and explain the significance of **one** of these measures.

OR

b. Name **two** measures taken by the revolutionary regime in America against opposition to the revolution between **1775** and **1787** and explain the significance of **one** of these measures.

OR

c. Name **two** measures taken by the revolutionary regime in France against opposition to the revolution between **1792** and **1794** and explain the significance of **one** of these measures.

OR

d. Name **two** measures taken by the revolutionary regime in Russia against its opponents between **October 1917** and **1932** and explain the significance of **one** of these measures.

OR

e. Name **two** measures taken by the revolutionary regime in China against alleged opposition to the revolution between **1949** and **1966** and explain the significance of **one** of these measures.

SECTION A

Question 2

☐ **Either a., b., c., d. or e.**

☐ **Either a., b., c., d. or e.**

END OF SECTION A
TURN OVER

SECTION B

Instructions for Section B

Remove the insert from the centre of this book before answering the question. Write on **one** of the Revolutions you studied. The Revolution you choose for Section B should not be the same as the one you choose for Section C. Question 3 examines Area of Study 2, 'Revolutionary Ideas, Movements and Leaders'.

Question 3

Choose **one** of the Revolutions from the insert. Answer the two parts (**i.** and **ii.**) of your chosen Revolution.

Provide evidence to support your response.

Rough work only

☐ **Either a., b., c., d. or e.**

i.

ii.

END OF SECTION B
TURN OVER

SECTION C

Instructions for Section C

Write an essay on one of the Revolutions you studied. The Revolution you choose for Section C should not be the same as the one you chose for Section B. The essay question examines aspects of Areas of Study 1 and 3, 'Crisis in the Old Regime' and 'Creating a New Society'.

Choose **one** of the following essay topics.

Question 4

'Isolation from their people could seriously weaken the authority and effectiveness of old regime rulers, a lesson that the new revolutionary regimes did not always learn.'

Discuss this view, providing evidence to support your answer.

OR

Question 5

'Revolutionaries have optimistic expectations; however, a new society is not created easily.'

Discuss this view, providing evidence to support your answer.

OR

Question 6

'The new government often had difficulty consolidating its power because it failed to deal effectively with the crises that had confronted the old regime.'

Discuss this view, providing evidence to support your answer.

SECTION C

☐ **Either Question 4, 5 or 6**

Rough work only

Rough work only

A script book is available from the supervisor if you require extra paper to complete your answer.

Please ensure that 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 SECTION C

Assessment criteria

The examination will address all of the criteria. All students will be examined against each criterion.

Section A

1. understanding of aspects of the origin of the revolution and the nature of the new society

Section B

2. understanding of aspects of revolutionary ideas, movements and leaders
3. use of evidence to support an argument
4. relevant response to the questions

Section C

5. relevant response to the question
6. understanding of the origins of the revolution
7. understanding of challenges faced by the emerging new order
8. use of evidence to support an argument and conclusion
9. analysis of continuity and change
10. understanding of historical sources and/or historians' approaches

END OF QUESTION AND ANSWER BOOK

Insert for Section B

Please remove from the centre of this book during reading time.

a. England

Reflecting in 1992 on the significance of the public trial and execution of Charles I, the historian John Morrill wrote the following:

The events of January 1649 constitute a truly revolutionary movement. The abolition of monarchy, the abolition of the House of Lords, the closely linked abolition of the Church of England and of the principle that all men and women ought to be members of a single national Church, represent the destruction of those very institutions around which men and women organised their view of the natural order in the world. No wonder there quickly emerged groups who believed that the end of the world was nigh, that Jesus himself was about to return to preside over a 1000 year rule of the saints . . . groups who believed that the overthrow of kings prefigured the end of private property and a return to a world in which the world became a common treasury shared equally by all. Intellectuals like John Milton were so liberated by the sense of the institutions they had taken for granted tumbling around them that they challenged the most basic moral values of their society – in Milton's case by pleading for Christian divorce . . . The unthinkable act of Regicide freed men to think unthinkable thoughts.

(Revolution and Restoration: England in the 1650s, ed. John Morrill.)

i. **Using evidence from the representation** identify the revolutionary ideas to which it refers.

ii. **Using evidence from the representation and your own knowledge** explain to what extent these ideas shaped the Commonwealth that was created in 1649.

OR

b. Colonial America

George Washington to Bryan Fairfax, Mount Vernon, 24 August, 1774.

Referring to recent acts of the British government, Washington commented:

. . . an innate sense of freedom first told me, that the measures, which [the British] administration hath for some time been, and now are most violently pursuing, are repugnant to every principle of natural justice; . . . that it is not only repugnant to natural right, but subversive of the laws and constitution of Great Britain itself . . . Satisfied, then, that the acts of a British Parliament are no longer governed by the principles of justice, that it is trampling upon the valuable rights of Americans, confirmed to them by charter and constitution they themselves boast of, and convinced beyond the smallest doubt, that these measures are the result of deliberation, and attempted to be carried into execution by the hand of power, is it a time to trifle, or risk our cause upon petitions, which with difficulty obtain access, and afterwards are thrown by with the utmost contempt? . . . [T]he crisis is arrived when we must assert our rights, or submit to every imposition, that can be heaped upon us, till custom and use shall make us as tame and abject slaves, as the blacks we rule over with such arbitrary sway . . .

i. **Using evidence from the representation** identify the revolutionary ideas to which it refers.

ii. **Using evidence from the representation and your own knowledge** explain to what extent Washington's ideas and role were significant in shaping the revolution up to 1787.

OR

c. France

What is a sans culotte?

This document from the Archives Nationales, represents the sans-culottes' view of themselves.

L'Ami des Lois was a fashionable comedy of 1793; *Chaste Susanne* a light operetta; **châteaux** castles; **valets** servants; *Gorsas* was a Girondin journalist; *La Chronique* and *Patriot Français* were Girondin newspapers.

A sans culotte, you rogues? He is someone who always goes about on foot, who has not got the millions you would all like to have, who has no **châteaux**, no **valets** to wait on him, and who lives simply with his wife and children, if he has any, on the fourth or fifth storey. He is useful because he knows how to till a field, to forge iron, to use a saw, to roof a house, to make shoes, and to spill his blood to the last drop for the safety of the Republic. And because he is a worker, you are sure not to meet his person in the Café de Chartres, or in the gaming houses where others plot and wager, nor in the National Theatre, where *L'Ami des Lois* is performed, nor in the Vaudeville Theatre at a performance of *Chaste Susanne,* nor in the literary clubs where for two sous, which are so precious to him, you are offered Gorsas' muck, with the *Chronique* and the *Patriot Français.*

In the evening he goes to the assembly of his Section, not powdered and perfumed and nattily booted, in the hope of being noticed by the citizenesses in the galleries, but ready to support sound proposals with all his might and ready to pulverise those which come from the despised faction of politicians.

Finally, a sans culotte always has his sabre well-sharpened, ready to cut off the ears of all opponents of the Revolution; sometimes he carries his pike about with him; but as soon as the drum beats you see him leave for the Vendée, for the Army of the Alps, or for the Army of the North.

i. **Using evidence from the representation** identify how the sans culottes saw themselves as a revolutionary group in the French Revolution.

ii. **Using evidence from the representation and your own knowledge** explain to what extent the sans culottes were effective as a leading revolutionary group from 1789 to 1793.

OR

d. Russia

Writing in 1996, Historian Orlando Figes says this of Lenin's leadership:

In his struggle over the treaty [of Brest-Litovsk], as in his struggle for power itself, Lenin had always been uncompromising. There was no sacrifice he was not prepared to make for the consolidation of the revolution on his own terms. As a result of his intransigence, the Bolsheviks had been isolated from the rest of the revolutionary parties and split down the middle on several major issues. The seizure of power, the closure of the Constituent Assembly and the signing of the Brest-Litovsk Treaty, all of which had been carried out on Lenin's instigation, had plunged the country deeper and deeper into civil war . . . After the Treaty of Brest-Litovsk there was no real prospect of the revolution spreading to the West. Lenin was quite adamant about this, and all his talk of the 'inevitable revolution in Germany' cancelling out the losses of the treaty was no more than bluff for the sake of party morale and propaganda . . . To all intents and purposes, the 'permanent revolution' had come to an end, and from this point on, in Lenin's famous phrase, the aim of the regime would be limited to the consolidation of Socialism in One Country.

i. **Using evidence from the representation** identify how Figes views Lenin as a revolutionary leader.

ii. **Using evidence from the representation and your own knowledge** explain to what extent you agree with Figes' interpretation of Lenin as a revolutionary leader up to 1924.

OR

e. China

In 1956 Mao Tse-tung wrote:

Political work must take the mass line. It won't do to rely merely on the leaders alone. Can you handle so many things? Many good and bad deeds are not visible to you, and you can only see part of them. It is therefore necessary to mobilise everybody to assume responsibility, speak out, give encouragement and make criticism. Everybody has a pair of eyes and a mouth. They should be allowed to use their eyes and mouths. It is democracy to let the masses handle their own affairs. In this connection there are two lines. One is to rely on individuals, and the other to mobilize the masses. Our politics is mass politics. Democratic politics must rely on the rule of all people, not a few people. It certainly is necessary to mobilize everyone to speak up. Since everybody has a mouth, he must bear two kinds of responsibility – to feed and to speak. He should speak out and take up the responsibility of fighting against bad deeds and bad styles of work.

i. **Using evidence from this representation** identify what Mao Tse-tung suggests about revolutionary ideas and leadership.

ii. **Using evidence from the representation and your own knowledge** explain to what extent Mao's leadership and these ideas were significant in shaping the revolution up to 1956.

END OF INSERT FOR SECTION B