



# Victorian Certificate of Education 2008

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

## STUDENT NUMBER

Figures

Words


Letter

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# HISTORY: Revolutions

## Written examination

Thursday 13 November 2008

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

<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 28 pages.
- Additional space is available at the end of the book if you need extra paper to complete an answer.

### Instructions

- Write your **student number** in the space provided above on this page.
- All written responses must be in English.

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

**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****Question 1**

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

Choose **one** of the following.

**a. America [1763–1776]**

Using three or four points, explain how British measures to gain more revenue from the American colonies contributed to a revolutionary situation. **Provide evidence** to support your answer.

**OR**

**b. France [1781–4 August 1789]**

Using three or four points, explain how the ideas expressed in the Cahiers de Doléances contributed to a revolutionary situation by 4 August 1789. **Provide evidence** to support your answer.

**OR**

**c. Russia [1905–October 1917]**

Using three or four points, explain why Tsar Nicholas II's measures in implementing the October Manifesto eroded confidence in the government from 1906 to 1914 contributing to a revolutionary situation. **Provide evidence** to support your answer.

**OR**

**d. China [1898–1949]**

Using three or four points, explain how the emergence of revolutionary nationalist groups led to a revolutionary situation by 1911. **Provide evidence** to support your answer.

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

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10 marks

**Question 2**

Choose **one** of the following. Write on the **same revolution** as you did in Question 1.

**a. America [1763–1776]**

Using three or four points, explain how the actions of the Second Continental Congress in 1775 and 1776 contributed to the development of the American Revolution. **Provide evidence** to support your answer.

**OR**

**b. France [1781–4 August 1789]**

Using three or four points, explain how social distinctions in the calling of the Estates General contributed to the development of the French Revolution between 4 May and 23 June 1789. **Provide evidence** to support your answer.

**OR**

**c. Russia [1905–October 1917]**

Using three or four points, explain how the formation of the Provisional Government in February 1917 contributed to the development of the Russian Revolution. **Provide evidence** to support your answer.

**OR**

**d. China [1898–1949]**

Using three or four points, explain how the Warlord Era, 1916 to 1927, contributed to the development of the Chinese Revolution. **Provide evidence** to support your answer.



## 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 [1776–1789]

**Howe, John R, ‘Republican Thought and the Political Violence of the 1790s’, *American Quarterly*, 19 (Summer 1967), pp. 177–178**

[For Americans the] moment, then, was historically unique . . . Throughout history, other peoples had suffered under governments imposed by accident or the wiles of ambitious men. Americans, however, now faced the prospect of modeling their governments anew . . . Moreover, they firmly believed that upon the success of their venture hung the fate of republicanism not only for America but [for] the entire world . . . And yet the success of this momentous undertaking was by no means assured. As late as the 1790s, the American people were painfully aware that theirs was still a political society in process of change; that their political institutions were new, lacking the habit of regularity which only long establishment could provide; that their republican faith was still undergoing definition . . . In sum, the Americans of this generation found themselves living on a balance, at a moment in history given to few men, when decisions they made would determine the whole future of mankind. Surely their reading of their own historic importance was overdrawn; but it seemed not in the least so to them. And altogether it posed at once an exhilarating and yet terrifying responsibility.

- a. Identify two reasons stated in the extract why Americans felt a sense of responsibility as they developed a new political order.

i. \_\_\_\_\_

ii. \_\_\_\_\_

2 marks

- b. Identify two reasons stated in the extract why Americans continued to be anxious about the success of the Revolution.

i. \_\_\_\_\_

ii. \_\_\_\_\_

2 marks

- c. Using your own knowledge and the extract, explain why some Americans regarded the Articles of Confederation as a temporary and imperfect form of government.

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6 marks

- d. Explain the strengths and limitations of this extract as evidence to explain the nature of the debates at the Philadelphia Convention in 1787. In your response refer to different views of the Revolution.

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10 marks

**OR**

**France [5 August 1789–1795 Dissolution of the Convention]**

**Doyle, William, *The Oxford History of the French Revolution*, 2nd edition, p. 157**

On 3 September the constitution was completed and presented to the king for acceptance. On the thirteenth, he signified his acceptance, amid scenes of rejoicing and a general amnesty. The Revolution, the Feuillants were determined to believe, was now complete, and ordinary constitutional life could begin; ushering in, so they hoped, calmer times. But much of the rejoicing was really at the approaching end of the Constituent Assembly, which came on 30 September. Its achievements had been enormous. In twenty-six months it had dismantled the *ancien régime*, the product of centuries of slow evolution. At the same time it had laid down the principles of a new order and established structures whose outlines were to endure down to our own day. When, later in the Revolution, or well into the next century, men spoke approvingly of the principles of 1789, they meant those accepted by Louis XVI in 1791, before the Revolution went to extremes. Yet the seeds of those later extremes had already been sown, and the Constituent Assembly was responsible for them, too. By forcing the clergy to choose between Church and State, it had split the country and given counter-revolutionaries a higher cause than self-interest. In its very last days the Assembly deepened this self-inflicted wound by unilaterally seizing papal territory. The religious schism\* made it impossible for millions to give the new order their whole-hearted support—beginning with the king himself. Only those who dared not think anything else believed, by September 1791, that his acceptance of the constitution was sincere. He had already shown, and said, what he really thought at the time of what he now chose to call his ‘journey’ in June. But that created a further split, between [the] constitutional monarchists and a rapidly growing republican movement all the more alarming in that its mainstay was the turbulent populace of Paris.

\* division

a. Identify two achievements of the Constituent Assembly stated in the extract.

i. \_\_\_\_\_

ii. \_\_\_\_\_

2 marks

b. Identify two actions of the Constituent Assembly (not listed in **part a.** above) which Doyle claims were responsible for the later extremes of the Revolution.

i. \_\_\_\_\_

ii. \_\_\_\_\_

2 marks



- c. Using your own knowledge and the extract, explain the consequences of the Constituent Assembly’s restructure of religious matters.

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6 marks

- d. Explain the strengths and limitations of the extract as evidence to explain the significance of the Constituent Assembly’s work in the creation of the new society. In your response refer to different views of the period 1789 to September 1791.

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10 marks

OR

**SECTION A – Part 2 – continued  
TURN OVER**

**Russia [November 1917–1924 death of Lenin]****Figs, Orlando, *A People's Tragedy*, pp. 613–614**

What about the argument that War Communism was a re[s]ponse to the exigencies\* of the civil war? To be sure, the Bolsheviks, like all the wartime governments in Europe at this time, were trying to control the economy in the military interests of the state . . . But War Communism was not just a *response* to the civil war; it was also a *means of making civil war*. The civil war was not fought only on the battlefields. It was a fundamental aspect of the Bolsheviks' revolutionary strategy, and was also fought on what they called the 'internal front', in society and the economy, through the policies of War Communism. Unless one acknowledges this fundamental fact – that the policies of War Communism were seen by the Bolsheviks as an instrument of struggle against their social or 'internal' enemies – it is impossible to explain why these policies were kept in place for more than a year after the White armies had been defeated.

The case for War Communism as inspired by ideology is also insufficient. Certainly, the Bolsheviks were all united by a fundamental belief in the possibility of using state coercion to effect the transition to socialism in a backward peasant country such as Russia. This was the essence of their ideology. They also shared a deeply ingrained mistrust of the market which could be defined as ideological. Foreign socialists were shocked by the violence of the Bolsheviks' hatred of free trade. The Bolsheviks did not just want to regulate the market – as did the socialists and most of the wartime governments of Europe – they wanted to abolish it.

\* urgent demands

a. Identify the two Bolshevik goals of War Communism as stated in the extract.

i. \_\_\_\_\_

ii. \_\_\_\_\_

2 marks

b. Identify from the extract two internal types of battle necessary for the victory of the Revolution within Russia.

i. \_\_\_\_\_

ii. \_\_\_\_\_

2 marks



**China [1949–1976 death of Mao]****The Epoch Times – *Nine Commentaries of the Communist Party*, ‘The Great Leap Forward – Creating falsehoods to test people’s loyalty’, pp. 72–74**

After the Anti-Rightist Movement, China became afraid of truth. Everyone joined in listening to false words, telling false tales, making up false stories, and avoiding and covering up the truth through lies and rumours. The Great Leap Forward was a nationwide collective exercise in lying. The people of the entire nation, under the direction of the CCP’s evil specter, did many ridiculous things. Both [the] liars and those being lied to were betrayed. In this campaign of lies and ridiculous actions, the CCP implanted its violent, evil energy into the spiritual world of the Chinese people. At the time, many people sang songs promoting the Great Leap Forward, “I am the Great Jade Emperor, I am the Dragon King, I can move the mountains and rivers, here I come.” Policies such as achieving a grain production of 75,000 kg per hectare, doubling steel production, and surpassing Britain in ten years and the United States in 15 years were attempted year after year. These policies resulted in a grave, nationwide famine that cost millions of lives . . . The official censorship of the media has only helped further lower people’s capacity to discern good from bad . . . Thus the CCP’s policy of keeping people ignorant had been carried out thoroughly.

- a. Identify from the extract two main policies introduced by the CCP during the Great Leap Forward to achieve its aims.

i. \_\_\_\_\_

ii. \_\_\_\_\_

2 marks

- b. Identify from the extract two reactions by the people which followed the Anti-Rightist Movement.

i. \_\_\_\_\_

ii. \_\_\_\_\_

2 marks

- c. Using your own knowledge and the extract, explain the reasons for the launching of the Great Leap Forward from 1958 to 1961.

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6 marks

- d. Explain the strengths and limitations of this extract as evidence to explain the outcomes of the Great Leap Forward. In your response refer to different views of the period 1958–1961.

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10 marks

**END OF SECTION A  
TURN OVER**

**SECTION B – Revolution Two**

**Instructions for Section B**

Answer both questions. The revolution you choose for Section B must be **different from** 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 [1763–1776]**



‘Boston Cannonaded’, cartoon from Nathan Daboll, *Freebetter’s New England Almanack for . . . 1776* (New London, CT, 1775)

a. Identify two groups which are represented in the cartoon.

i. \_\_\_\_\_

ii. \_\_\_\_\_

2 marks

b. Identify two specific British Government policies criticised in the cartoon.

i. \_\_\_\_\_

ii. \_\_\_\_\_

2 marks

c. Using your own knowledge and the representation, explain the role of the Intolerable Acts in the events which led to the outbreak of military conflict in Massachusetts in 1775.

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6 marks

d. Explain to what extent this representation presents a reliable view of the reasons for the growth of the Independence movement in 1775 and 1776. In your response, refer to different views of the period.

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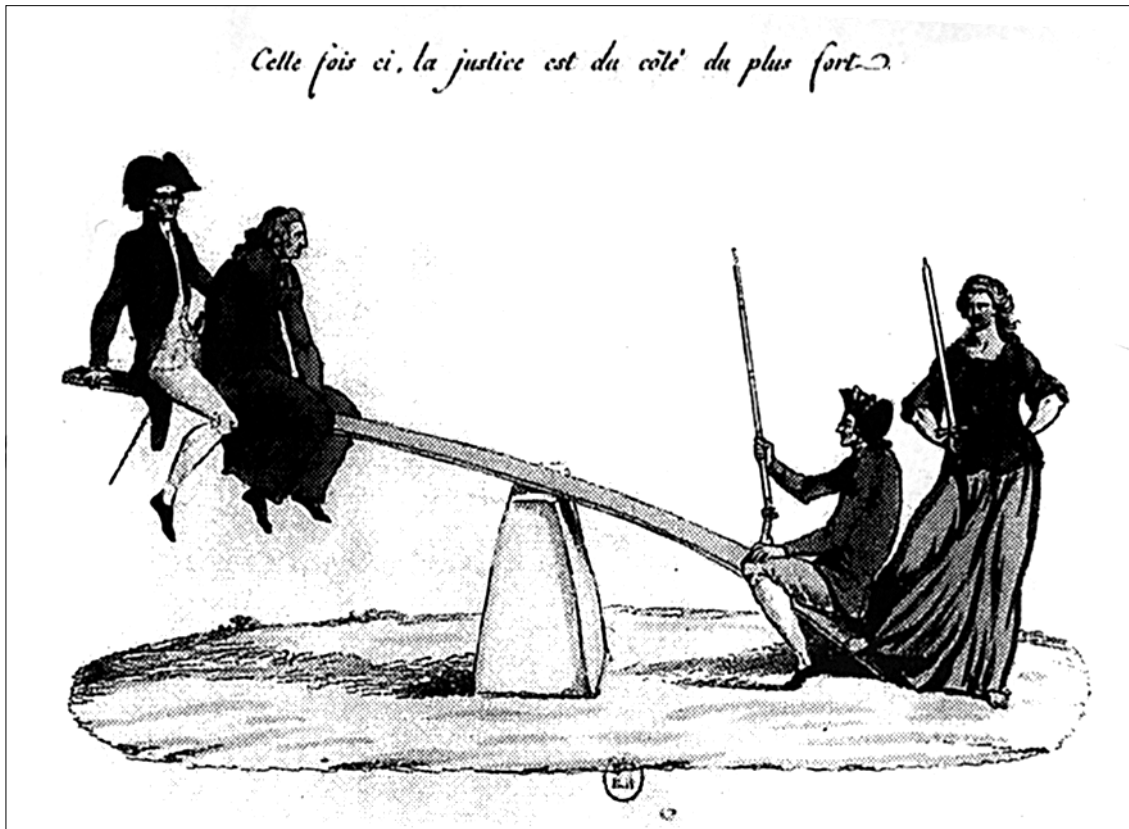
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10 marks

**OR**

**SECTION B – Part 1 – continued  
TURN OVER**

## France [1781–4 August 1789]



‘This time Justice stands with the strongest’, etching, from Claudette Hould, *Images of the French Revolution* (4 August 1789, Bibliothèque nationale)

The words written in French above the image say: ‘This time justice stands with the strongest’.

- a. Identify the group symbolised by the figure seated next to Justice and one of the social groups symbolised by the figures elevated on the see-saw.

i. \_\_\_\_\_

ii. \_\_\_\_\_

2 marks

- b. Identify two outcomes of the Revolution depicted in the representation.

i. \_\_\_\_\_

ii. \_\_\_\_\_

2 marks



- c. Using your own knowledge and the representation, explain the significance of the social and political change depicted in the representation.

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6 marks

- d. Explain to what extent the representation presents a reliable view of the events from 20 June to 4 August 1789. In your response refer to different views of the Revolution of 1789.

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10 marks

**OR**

**SECTION B – Part 1 – continued  
TURN OVER**

**Russia [1905–October 1917]**



‘The Czar of All the Russias’ (cartoon from *Punch*, 1 February 1905)  
 The word written on the document held by the person lying down says: ‘Petition’.

- a.** Identify two symbols of the Russian monarchy shown in the representation.
- i. \_\_\_\_\_
  - ii. \_\_\_\_\_
- 2 marks
- b.** Identify two features (not listed in **part a.** above) of the representation that suggest disapproval of Tsarist actions.
- i. \_\_\_\_\_
  - ii. \_\_\_\_\_
- 2 marks

- c. Using your own knowledge and the representation, explain the events which influenced this view of Tsar Nicholas II in February 1905.

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6 marks

- d. Explain to what extent this representation presents a reliable view of the causes of the 1905 Revolution. In your response, refer to different views of the period.

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10 marks

**OR**

**SECTION B – Part 1 – continued  
TURN OVER**

## China [1898–1949]



'Mao Zedong, Yen-an Forum' (Paper cut, from CP Fitzgerald and Myra Roper *China: A World So Changed*)

a. Identify two groups shown in the representation of the Yen-an Forum.

i. \_\_\_\_\_

ii. \_\_\_\_\_

2 marks

b. Identify two features of the representation (not listed in **part a.** above) which suggest the importance of Yen-an as a revolutionary base.

i. \_\_\_\_\_

ii. \_\_\_\_\_

2 marks

- c. Using your own knowledge and the representation, explain the significance of the establishment of a revolutionary base at Yen-an in the development of the ideology of the Chinese Communist Party.

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6 marks

- d. Explain to what extent this representation presents a reliable view of the role of the Chinese Communist Party during the Japanese invasion from 1937 to 1945. In your response, refer to different views of the role of the Chinese Communist Party in the war against Japan.

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10 marks

**END OF PART 1**  
**SECTION B – continued**  
**TURN OVER**

**Part 2 – Creating a new society****Question 5**

Choose **one** of the following and write an extended response in the space provided. Write on the **same Revolution** you used to answer Question 4.

- a. Discuss the extent to which the new society was able to resolve the grievances of the people.

**OR**

- b. Discuss the extent to which the new society was successful in fulfilling the ideals of the Revolution.

**OR**

- c. Discuss the extent to which the nature of political authority was changed by the Revolution.

20 marks

Working space



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