



Victorian Certificate of Education 2011

HISTORY: Revolutions Written examination

Wednesday 16 November 2011

Reading time: 3.00 pm to 3.15 pm (15 minutes)

Writing time: 3.15 pm to 5.15 pm (2 hours)

QUESTION 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	3	3	40
B	2	2	40
			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 book of 14 pages.
- Answer book of 16 pages. Additional space is available at the end of each section in the answer book if you need extra paper to complete an answer.

Instructions

- Write your **student number and your name** in the space provided on the front cover of the answer book.
- Indicate in the answer book the revolution that you have chosen for Section A and the revolution you have chosen for Section B. You must not choose the same revolution for both sections.
- All written responses must be in English.

At the end of the examination

- You may keep this question book.

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**

Indicate in the answer book the revolution you have chosen for Section A by shading the relevant box on page 2.

Answer all questions for this revolution in Section A of the answer book.

You must **not** choose the same revolution for Section A and Section B.

Write using black or blue pen.

Revolution	Page
America	3
France	4
Russia	6
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America

Revolutionary ideas, leaders, movements and events – American Revolution 1763 to 1776

Question 1

Using three or four points, explain how demands for self-government among the American colonies accelerated the development of the American Revolution between 1763 and 1776.

Provide evidence to support your answer.

10 marks

Question 2

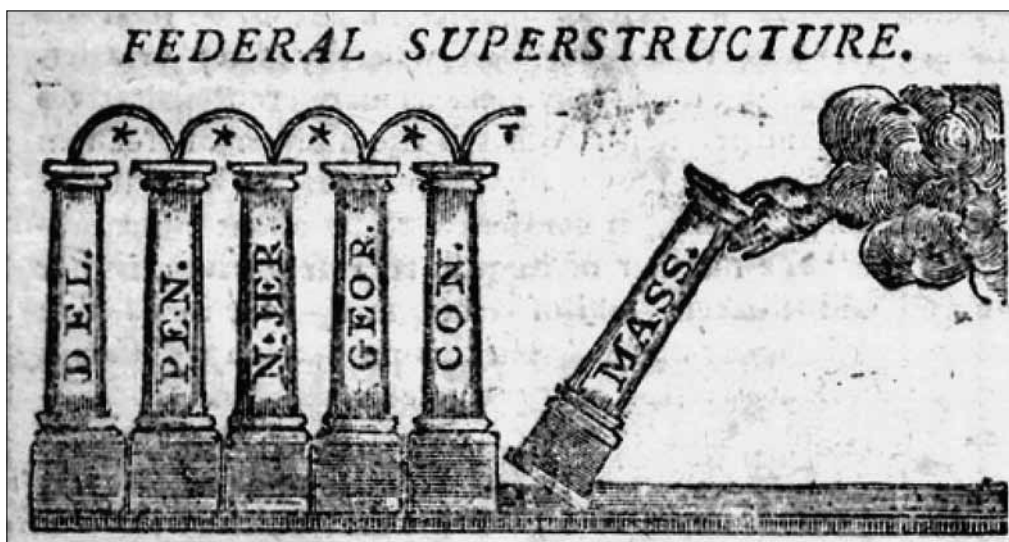
Using three or four points, explain how the Coercive Acts of 1774 (also known as the Intolerable Acts) contributed to a revolutionary situation in the American colonies.

Provide evidence to support your answer.

10 marks

Creating a new society – American Revolution 1776 to 1789

Question 3



Federal Superstructure 'The Pillar of the Great Federal Edifice rises daily.'
Anonymous cartoon in the *Massachusetts Centinel*, 30 January 1788

- Identify **two** features of the representation which show support for the ratification of the Constitution.
2 marks
- Identify **two** features of the representation which show that the ratification of the Constitution was not easy to achieve in 1787.
2 marks
- Using your own knowledge and the representation, explain the factors that created problems in the formation of the Constitution.
6 marks
- Evaluate to what extent this representation provides a reliable depiction of the tensions in the debates of the Constitutional Convention from 1787 to 1788.

In your response refer to different parts of the representation and to other views of the Revolution.

10 marks

**SECTION A – continued
TURN OVER**

France

Revolutionary ideas, leaders, movements and events – French Revolution 1781 to 4 August 1789

Question 1

Using three or four points, explain how pressures on the cost of food and living from 1781 to 1789 contributed to the development of the French Revolution by August 1789.

Provide evidence to support your answer.

10 marks

Question 2

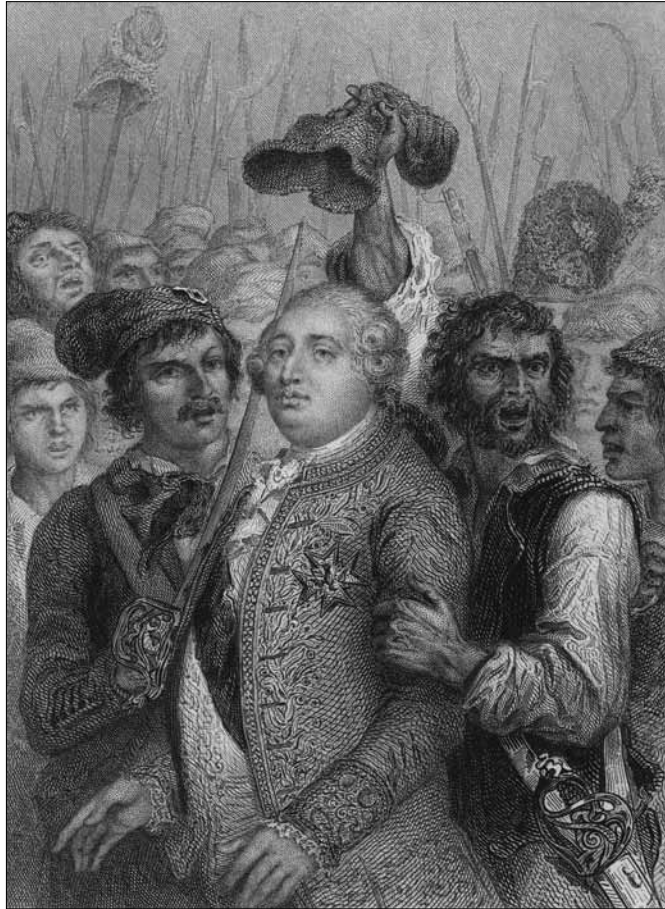
Using three or four points, explain how by 20 June 1789 the frustration and anger of the Third Estate deputies contributed to a revolutionary situation in France in 1789.

Provide evidence to support your answer.

10 marks

Creating a new society – French Revolution 5 August 1789 to 1795

Question 3



Denis Auguste Marie Raffet images, Louis XVI, King of France, 'The people at the Tuileries, 20 June 1792'

- a. Identify **two** social classes depicted in the representation. 2 marks
- b. Identify **two** ways the artist has suggested that the Revolution was not peaceful in 1792. 2 marks
- c. By referring to parts of the representation and using your own knowledge, explain the tensions that contributed to the revolutionary actions by 1792. 6 marks
- d. Evaluate to what extent the representation is a reliable depiction of the way the new society was created. In your response refer to different parts of the representation and to other views of the Revolution. 10 marks

Russia

Revolutionary ideas, leaders, movements and events – Russian Revolution 1905 to October 1917

Question 1

Using three or four points, explain how the functioning of the State Dumas contributed to the development of the Revolution in Russia between 1906 and February 1917.

Provide evidence to support your answer.

10 marks

Question 2

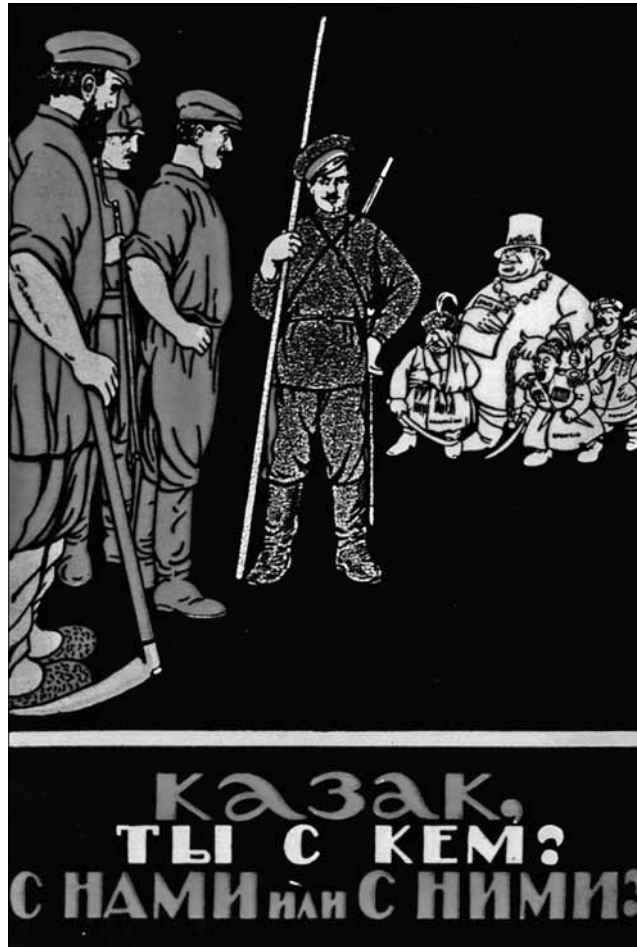
Using three or four points, explain how the exercise of Dual Authority contributed to a revolutionary situation in Russia between February 1917 and October 1917.

Provide evidence to support your answer.

10 marks

Creating a new society – Russian Revolution November 1917 to 1924

Question 3



Cossack, with whom are you? With us or with them?
 Russian Poster 1920, source: *Through the Russian Revolution*, Albert Rhys Williams, London, The Labour Publishing Co. 1923

- a. Identify **two** social groups depicted in the representation. 2 marks
- b. Identify **two** problems revealed by the representation in the Bolshevik consolidation of power. 2 marks
- c. By referring to parts of the representation and using your own knowledge, explain the political and social conflicts that emerged in the Civil War period. 6 marks
- d. Evaluate to what extent the representation is useful in understanding the tensions confronting the new society in the Civil War period. 10 marks
 In your response refer to different parts of the representation and to other views of the Revolution.

China

Revolutionary ideas, leaders, movements and events – Chinese Revolution 1898 to 1949

Question 1

Using three or four points, explain how the events in Wuhan in 1911 contributed to the development of the Chinese Revolution to 1925.

Provide evidence to support your answer.

10 marks

Question 2

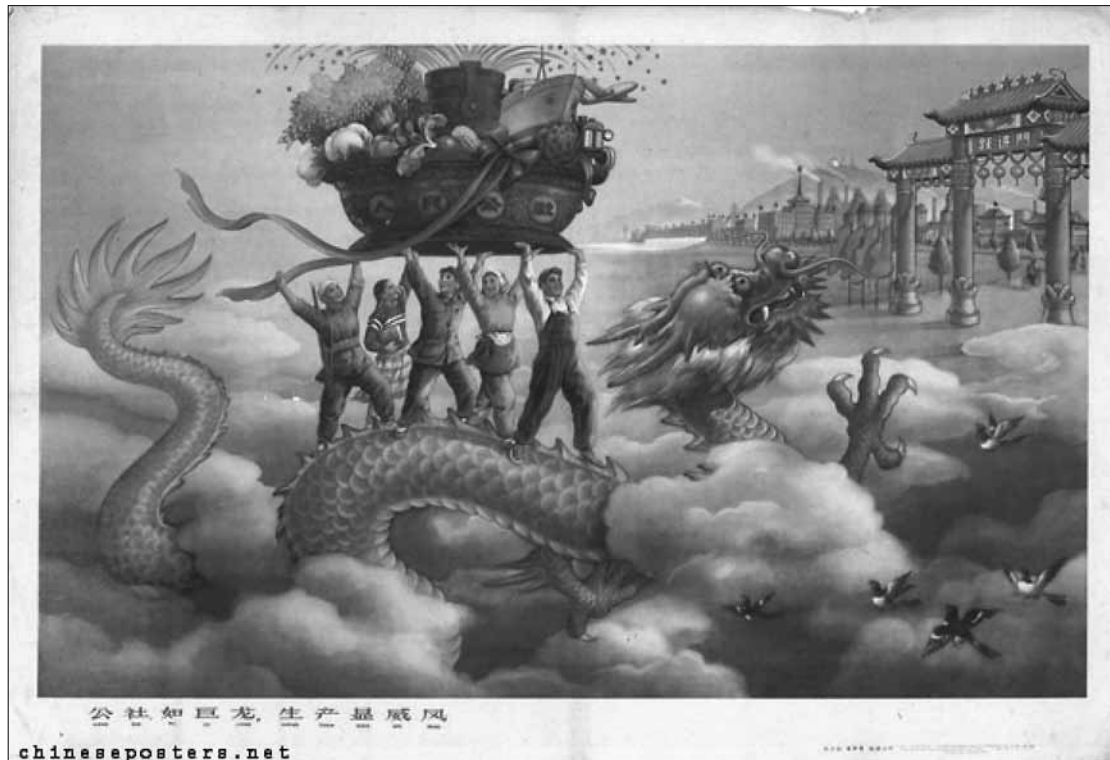
Using three or four points, explain how foreign intervention until 1949 contributed to a revolutionary situation in China by 1949.

Provide evidence to support your answer.

10 marks

Creating a new society – Chinese Revolution 1949 to 1976

Question 3



‘The commune is like a gigantic dragon, production is visibly awe-inspiring’, September 1959

- a. Identify **two** social classes depicted in the representation. 2 marks
- b. Identify **two** advantages suggested by the representation that will result from the People’s Communes. 2 marks
- c. Using your own knowledge and the representation, explain the outcome of the People’s Communes during the Great Leap Forward. 6 marks
- d. Evaluate to what extent this representation of Chinese society is a reliable depiction of the outcomes of the Great Leap Forward by 1960.

In your response refer to different parts of the representation and to other views of the Great Leap Forward.

10 marks

SECTION B – Revolution two**Instructions for Section B**

Indicate in the answer book the revolution you have chosen for Section B by shading the relevant box on page 9.

Answer all questions for this revolution in Section B of the answer book.

You must **not** choose the same revolution for Section A and Section B.

Write using black or blue pen.

Revolution	Page
America	11
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America

Revolutionary ideas, leaders, movements and events – American Revolution 1763 to 1776

Question 1

Samuel Adams, writing on the revolutionary ideas of liberty and freedom in 1772.

Merrill Jensen (ed.), *Tracts of the American Revolution*, The Bobbs-Merrill Company, Indianapolis, 1967, pp. 235, 236, 237, 239

Among the natural Rights of the Colonists are these: First, a Right to *Life*; Secondly to *Liberty*; thirdly to *Property*; together with the Right to support and defend them in the best manner they can . . .

. . . “The natural liberty of man is to be free from any superior power on earth, and not to be under the will or legislative authority of man; but only to have the law of nature for his rule”. . .

. . . “Just and true liberty, equal and impartial liberty” in matters spiritual and temporal¹, is a thing that all Men are clearly entitled to, by the . . . laws of nature, as well as by the law of Nations . . .

. . . the great end of civil government from the very nature of its institution is for the support, protection and defence of those very rights . . .

. . . All Men have a Right to remain in a State of Nature . . . And in case of intollerable Oppression . . . to leave the Society they belong to, and enter into another . . .

. . . civil laws, should conform as far as possible, to the Law of natural reason . . .

. . . The Legislative has no right to absolute arbitrary power over the lives and fortunes of the people . . .

. . . All Persons born in the British American Colonies are by the laws of God and nature . . . entitled to all natural essential, inherent & inseperable Rights Liberties and Privileges . . .

¹ temporal – secular, that is, the opposite of spiritual

- a. Identify from the extract **two** of the natural rights of the Colonists. 2 marks
- b. Identify from the extract **two** ways in which man’s liberty is to be kept free. 2 marks
- c. By quoting from the extract and using your own knowledge, explain the extent to which ideas of rights and liberty influenced the direction of the American Revolution. 6 marks
- d. Evaluate the usefulness of the extract in understanding the rise of revolutionary leaders and their ideas from 1763 to 1776.

In your response quote parts of the extract and refer to different views of the period 1763 to 1776.

10 marks

Creating a new society – American Revolution 1776–1789

Question 2 – Essay response

Historians have seen the American Revolution as establishing a new order for the future.

To what extent was a new order established for the American people?

Use evidence to support your answer.

20 marks

France

Revolutionary ideas, leaders, movements and events – French Revolution 1781 to 4 August 1789

Question 1

Extract from Albert Mathiez, writing on the August the 4th Decrees in *The French Revolution*, New York, Russell & Russell 1962, p. 53

An obscure Breton deputy, Leguen de Kerangal, who had lived in country fashion in the little town where he was a linen-draper, rose and related the sorrows of the country people with an eloquence touching in its simplicity: “Let us be just, gentlemen; let them bring to us here those title-deeds which are an outrage, not only to our sense of shame, but to our very humanity. Let them bring us those title-deeds which humiliate the human race by demanding that men should be harnessed to the plough like beasts of burden. Let them bring us the title-deeds which oblige men to spend the night beating ponds to prevent the frogs from disturbing the sleep of their pleasure-loving lords. Which of us, gentlemen, in this enlightened century, would not make an expiatory pyre¹ of these infamous parchments and set fire to it in order to sacrifice them upon the altar of the fatherland? You will not restore calm to a distracted France, gentlemen, until you have promised the people that you will commute² for a money payment, redeemable at will, all feudal dues whatsoever, the slightest traces of which give the people just cause for complaint and will be abolished by the laws you are about to promulgate³.” It was certainly a bold act to justify the burning of the records before an assembly of landowners, but the conclusion was moderate, since on the whole the Breton orator⁴ accepted the redemption of those dues of which he proclaimed the injustice.

¹ expiatory pyre – burning things in a large pile to make amends

² commute – exchange

³ promulgate – proclaim

⁴ orator – speaker

- a. Identify **two** ways that the title-deeds were an outrage according to the deputy from Breton. 2 marks
- b. Identify **two** actions (not mentioned in **part a.**) required by the title-deeds which humiliated people and placed unreasonable demands upon them. 2 marks
- c. By quoting from the extract and using your own knowledge, explain the ideas and events which influenced the noble deputies on 4 August 1789. 6 marks
- d. Evaluate how useful this extract might be in providing an accurate representation of revolutionary ideas and leaders who shaped the Revolution to 4 August 1789. 10 marks
In your response quote parts of the extract and refer to different views of the Revolution.

Creating a new society – French Revolution 5 August 1789 to 1795

Question 2 – Essay response

Historians have described the French Revolution as bringing about a changed France because of the urgent pressure of the poorest classes.

To what extent do you agree?

Use evidence to support your answer.

20 marks

Russia

Revolutionary ideas, leaders, movements and events – Russian Revolution 1905 to October 1917

Question 1

Extract from Steve A Smith, ‘Petrograd in 1917: the view from below’ in Rex A Wade’s *Revolutionary Russia*, London, Routledge, 2004, pp. 20 and 21

Originally published in ‘Petrograd in 1917: The View from Below’ in Daniel H Kaiser’s *The Worker’s Revolution in Russia: The View from Below*, New York: Cambridge University Press, 1987

At the time of the February Revolution the Bolshevik party had been in considerable disarray. Its most able leaders were abroad or in exile; its membership had dwindled as a result of wartime persecution by the authorities; and the party organization was fragmented, both geographically . . . and politically . . . The February Revolution took the Bolsheviks by surprise, and they divided in their attitude to the Provisional Government. It was only after Lenin returned from Switzerland on April 4 that a meaningful degree of political unity was restored in the party. Lenin’s April *Theses* represented an extreme but perspicacious¹ analysis of the political situation in Russia, which broke sharply with the orthodox Social-Democratic conception of a two-stage revolution. Lenin considered that the “old Bolshevik” formula that the “bourgeois revolution is not yet completed” was “obsolete.” . . . there must be absolutely no support for the capitalist Provisional Government: power must pass instead into the hands of the proletariat and poor peasantry via a republic of soviets. Meanwhile, Lenin argued, the war remained one of “imperialist banditry,” which the Bolsheviks must unbendingly² oppose. The party accepted these new strategic perspectives at its April Conference only after considerable opposition had been overcome; the new views were concretized³ in the slogans “All Power to the Soviets!” and “Down with the War!”

¹ perspicacious – intelligent understanding

² unbendingly – with no flexibility

³ concretized – made real

- a. Identify **two** reasons why the Bolshevik party was in disarray. 2 marks
- b. Identify **two** actions proposed by Lenin. 2 marks
- c. By quoting from the extract and using your own knowledge, explain the role of the Bolshevik Party in advancing a revolutionary situation to October 1917. 6 marks
- d. Evaluate how useful this extract is as evidence of the issues confronting the Provisional Government in Russia. 10 marks
In your response quote parts of the extract and refer to different views of the Revolution.

Creating a new society – Russian Revolution November 1917 to 1924

Question 2 – Essay response

One historian claims the Bolshevik Revolution was a ‘people’s tragedy’.

To what extent can this claim be justified?

Use evidence to support your answer.

20 marks

China

Revolutionary ideas, leaders, movements and events – Chinese Revolution 1898 to 1949

Question 1

Due to copyright restriction,
this material is not supplied.

- a. Identify from the extract **two** types of inequality in Yen-an. 2 marks
- b. Identify from the extract **two** special privileges (not mentioned in **part a.**) available to top officials or leaders in Yen-an. 2 marks
- c. By quoting from the extract and using your own knowledge, explain why Mao launched the Yen-an Rectification Campaign in 1942. 6 marks
- d. Evaluate to what extent this extract is useful in providing a reliable view of the Yen-an period and its contribution to the CCP victory in 1949.
In your response quote parts of the extract and refer to different views of the Yen-an period and reasons for the CCP victory in 1949. 10 marks

Creating a new society – Chinese Revolution 1949 to 1976

Question 2 – Essay response

Several historians argue that Mao Zedong's legacy was one of death and destruction – one that completely destroyed Chinese society and left well over 70 million people dead.

Did Mao's rule from 1949 until 1976 bring any benefit to Chinese society?

Use evidence to support your answer.

20 marks