



Victorian Certificate of Education 2013

HISTORY: Revolutions

Written examination

Friday 8 November 2013

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 19 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 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.

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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	4
France	6
Russia	8
China	10

America

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

Question 1 (10 marks)

Using **three or four** points, explain how the ideas of republicanism contributed to the development of the American Revolution from 1763 up to and including 1776.

Provide evidence to support your answer.

Question 2 (10 marks)

Using **three or four** points, explain how the actions of the British Government from 1763 up to and including 1774 contributed to a revolutionary situation.

Provide evidence to support your answer.

Creating a new society – American Revolution 1776 to 1789

Question 3 (20 marks)



Source: Howard Chandler Christy, *Scene at the Signing of the Constitution of the United States*, 1940, 20 ft × 30 ft; from *Art in the United States Capitol*, House document no. 94–660, United States Government Printing Office, Washington, 1978, p. 162

- Identify **two** features of the representation that depict unity. 2 marks
- Identify **two** ways in which the representation depicts the signing of the Constitution as a historic event. 2 marks
- By referring to parts of the representation and using your own knowledge, explain what led to the ratification of the Constitution in 1787. 6 marks
- Evaluate to what extent this representation provides an accurate depiction of the new society. In your response, refer to parts of the representation and to different views of the Revolution. 10 marks

France

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

Question 1 (10 marks)

Using **three or four** points, explain how failed attempts to reform contributed to the development of the French Revolution from 1781 up to and including 4 August 1789.

Provide evidence to support your answer.

Question 2 (10 marks)

Using **three or four** points, explain how the attack on the Bastille (14 July 1789) contributed to a revolutionary situation up to and including 4 August 1789.

Provide evidence to support your answer.

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

Question 3 (20 marks)



Photograph: Giraudon/Bridgeman Art Library

Source: Jean Joseph François Tassaert, *The Arrest of Robespierre, The Night of the 9th to 10th Thermidor, Year II, 27th July 1794*, coloured engraving (after Fulcran-Jean Harriet); Musée Carnavalet, Paris

- a. Identify **two** social groups that are depicted in the representation. 2 marks
- b. Identify **two** symbols of revolutionary ideals that are depicted in the representation. 2 marks
- c. By referring to parts of the representation and using your own knowledge, explain what contributed to the fall of Robespierre by 1794. 6 marks
- d. Evaluate to what extent this representation is useful in understanding the way in which revolutionary leaders lost power from 1791 up to and including 1794. In your response, refer to parts of the representation and to different views of this period in the Revolution. 10 marks

Russia

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

Question 1 (10 marks)

Using **three or four** points, explain how the conditions of the Russian peasants contributed to the development of the Revolution in Russia up to and including October 1917.

Provide evidence to support your answer.

Question 2 (10 marks)

Using **three or four** points, explain how Lenin's 'April Theses' contributed to a revolutionary situation in Russia from April up to and including October 1917.

Provide evidence to support your answer.

Creating a new society – Russian Revolution November 1917 to 1924

Question 3 (20 marks)



Photograph: David King Collection, London

Source: Nikolai Kochergin, *Long Live the Brotherhood of All the Peoples of the Caucasus*, lithograph, 1921; from David King, *Red Star Over Russia*, Tate Publishing, London, 2009, p. 178

- Identify **two** groups that are depicted in the representation. 2 marks
- Identify **two** features that are depicted in the representation that suggest strength in the Russian Revolution after October 1917. 2 marks
- By referring to parts of the representation and using your own knowledge, explain the extent to which the Revolution was supported by the Russian people from October 1917 up to and including 1924. 6 marks
- Evaluate to what extent this representation provides an accurate depiction of the Revolution in Russia after October 1917.
In your response, refer to parts of the representation and to different views of the Revolution. 10 marks

China

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

Question 1 (10 marks)

Using **three or four** points, explain how the Warlord Era, from 1916 up to and including 1928, contributed to a revolutionary situation in China.

Provide evidence to support your answer.

Question 2 (10 marks)

Using **three or four** points, explain how the Long March contributed to the development of the Chinese Revolution.

Provide evidence to support your answer.

Creating a new society – Chinese Revolution 1949 to 1976

Question 3 (20 marks)



A Chinese revolutionary poster

Source: artist unknown, November 1968; publisher: Shanghai renmin meishu chubanshe; Stefan Landsberger Collection, International Institute of Social History (Amsterdam)

The large writing at the bottom of the poster says, 'The renegade traitor and scab Liu Shaoqi must forever be expelled from the Party!' The characters that are crossed out are those for Liu Shaoqi's name.

- Identify **two** groups that are depicted in the representation. 2 marks
- Identify **two** ways in which the artist emphasises the revolutionary endeavour of the Party members in the representation. 2 marks
- By referring to parts of the representation and using your own knowledge, explain the political challenges facing the Chinese Communist Party by 1968. 6 marks
- Evaluate to what extent this representation provides an accurate depiction of the challenges facing the Chinese Communist Party in the consolidation of the new society. In your response, refer to parts of the representation and to different views of the Revolution. 10 marks

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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	14
France	16
Russia	18
China	19

America

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

Question 1 (20 marks)

Digitally reproduced by permission of the publishers from *The Adams Papers: Diary and Autobiography of John Adams: Volume 2, Diary 1771–1781*, edited by LH Butterfield, Leonard C. Faber and Wendell D Garrett, pp. 85–86, Cambridge, Mass., The Belknap Press of Harvard University Press, © 1961 by the Massachusetts Historical Society; All rights reserved

17 December 1773

Last Night 3 Cargoes of Bohea Tea were emptied into the Sea. This Morning a Man of War sails.

This is the most magnificent Movement of all. There is a Dignity, a Majesty, a Sublimity¹, in this last Effort of the Patriots, that I greatly admire. The People should never rise, without doing something to be remembered—something notable And striking. This Destruction of the Tea is so bold, so daring, so firm, intrepid² and inflexible, and it must have so important Consequences, and so lasting, that I cant but consider it as an Epocha³ in History.

This however is but an Attack upon Property. Another similar Exertion of popular Power, may produce the destruction of Lives. Many Persons wish, that as many dead Carcasses⁴ were floating in the Harbour, as there are Chests of Tea:— a much less Number of Lives however would remove the Causes of all our Calamities⁵.

...

What Measures will the Ministry take, in Consequence of this?—Will they resent it? will they dare to resent it? will they punish Us? How? By quartering⁶ Troops upon Us?—by annulling⁷ our Charter?—by laying on more duties? By restraining our Trade? By Sacrifice of Individuals, or how.

The Question is whether the Destruction of this Tea was necessary? I apprehend⁸ it was absolutely and indispensably so.—They could not send it back ... Then there was no other Alternative but to destroy it or let it be landed. To let it be landed, would be giving up the Principle of Taxation by Parliamentary Authority, against which the Continent have struggled for 10 years, it was loosing [sic] all our labour for 10 years and subjecting ourselves and our Posterity⁹ forever to Egyptian Taskmasters—to Burthens¹⁰, Indignities, to Ignominy¹¹, Reproach and Contempt, to Desolation and Oppression, to Poverty and Servitude.

¹sublimity – grandeur

²intrepid – brave

³epocha – era

⁴carcasses – bodies

⁵calamities – problems

⁶quartering – having troops live with them

⁷annulling – cancelling

⁸apprehend – understand

⁹posterity – future generations

¹⁰burthens – burdens

¹¹ignominy – dishonour

- a. Identify **two** descriptions of the Boston Tea Party that are given by Adams. 2 marks
- b. Identify **two** likely measures that are stated in the extract by which the Ministry will punish the colonists. 2 marks
- c. By quoting from the extract and using your own knowledge, explain the consequences of the Boston Tea Party. 6 marks
- d. Evaluate to what extent this extract provides an accurate reflection of the cause of the American Revolution.
In your response, quote parts of the extract and refer to different views of the causes of the American Revolution. 10 marks

Creating a new society – American Revolution 1776 to 1789

Question 2 – Essay response (20 marks)

Some historians state that the American Revolution created vast and deep changes.

To what extent is this true of the new society?

Use evidence to support your answer.

France

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

Question 1 (20 marks)

Gaetano Salvemini, *The French Revolution 1788–1792*, IM Rawson (trans.), Jonathan Cape, London, 1969, pp. 55 and 56

Another factor of importance at this time was the revolt of the American colonies against England (1775–81), which had an immense influence upon French political thought. A new society was rising beyond the seas, rebelling against traditions inherited from the past and claiming a right to govern itself according to the dictates of reason rather than the capricious¹ will of despots. It was a triumph for eighteenth-century ‘enlightenment’. When the French Government intervened on the insurgents’² side, the popularity of American ideas in France became unbounded. Benjamin Franklin, who came to Paris in 1777 as American ambassador, had an enthusiastic reception. The capital was flooded with portraits and busts of him ... Many French officers who had fought with the insurgents – most famous among them being the Marquis de Lafayette – returned home desirous of utilizing in their own country the stirring experiences of America. For the nobles, high prelates³ and ladies, philosophy and sociology were an innocent pastime: they played at revolution. ‘Liberty’, the Comte de Ségur wrote later, ‘delighted us by its daring, and equality by its agreeableness ... And although our own privileges and the remains of our former power were being undermined beneath our feet, we were not alarmed, because as yet we did not feel the impact of the blows directed at us. We never dreamed that this wordy warfare might threaten the exalted life that was ours and that for so many centuries we had regarded as unassailable⁴.’

But so soon as their real interests appeared affected by the first timid reforms, the ‘democratic’ ladies and their ‘patriotic’ cavaliers⁵ grew resentful, and their foolish resistance provoked a revolution in earnest.

¹**capricious** – unpredictable

²**insurgents** – revolutionaries

³**high prelates** – high-ranking members of the clergy

⁴**unassailable** – cannot be attacked

⁵**cavaliers** – courtly gentlemen

- a. Identify **two** pastimes of French nobles, stated in the extract, that were made popular by the American War of Independence. 2 marks
- b. Identify **two** French nobles, stated in the extract, who supported the ideas from the American Revolution. 2 marks
- c. By quoting from the extract and using your own knowledge, explain the circumstances in France that made ideas from the American Revolution appeal to Frenchmen up to and including 4 August 1789. 6 marks
- d. Evaluate to what extent this extract provides a complete depiction of the circumstances that caused the French Revolution.
In your response, quote parts of the extract and refer to different views of the causes of the French Revolution. 10 marks

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

Question 2 – Essay response (20 marks)

The French Revolution has been described as inspiring, appalling and in every sense a tragedy.

What is your view?

Use evidence to support your answer.

Russia

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

Question 1 (20 marks)

Orlando Figes and Boris Kolonitskii, *Interpreting the Russian Revolution: The Language and Symbols of 1917*, Yale University Press, New Haven, 1999, p. 127

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¹**nascent** – beginning to develop

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|----|---|----------|
| a. | Identify two aims of the Provisional Government that are stated in the extract. | 2 marks |
| b. | Identify two civic duties of the peasants that are stated in the extract. | 2 marks |
| c. | By quoting from the extract and using your own knowledge, explain how the Provisional Government intended to lead Russia. | 6 marks |
| d. | Evaluate to what extent this extract presents a complete depiction of the task facing the Provisional Government.
In your response, quote parts of the extract and refer to different views of the Russian Revolution. | 10 marks |

Creating a new society – Russian Revolution November 1917 to 1924

Question 2 – Essay response (20 marks)

How successful was the Russian Revolution in liberating the Russian people and improving their living conditions from November 1917 to 1924?

Use evidence to support your answer.

China

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

Question 1 (20 marks)

Bruce A Elleman, *Modern Chinese Warfare, 1795–1989*, Routledge, London, 2001, pp. 142–144

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| <p>a. Identify two events from the extract that led to the beginning of the Wuchang Uprising.</p> | 2 marks |
| <p>b. Identify two groups, stated in the extract, that were involved in the Wuchang Uprising.</p> | 2 marks |
| <p>c. By quoting from the extract and using your own knowledge, explain how the Wuchang Uprising contributed to the Revolution in China in 1911.</p> | 6 marks |
| <p>d. Evaluate to what extent this extract presents a complete depiction of the circumstances that led to the collapse of the Qing Dynasty in 1911.
In your response, quote parts of the extract and refer to different views of the Chinese Revolution.</p> | 10 marks |

Creating a new society – Chinese Revolution 1949 to 1976

Question 2 – Essay response (20 marks)

How successful was the Chinese Communist Party in achieving its goals of liberating and improving the livelihood of the People’s Republic of China between 1949 and 1976?

Use evidence to support your answer.