VCE History: Revolutions
2016–2020

Written examination – End of year

Examination specifications

Overall conditions

The examination will be sat at a time and date to be set annually by the Victorian Curriculum and Assessment Authority (VCAA). VCAA examination rules will apply. Details of these rules are published annually in the VCE and VCAL Administrative Handbook.

There will be 15 minutes reading time and 2 hours writing time.

The examination will be marked by a panel appointed by the VCAA.

The examination will contribute 50 per cent to the study score.

Content

The VCE History Study Design 2016–2020 (‘Units 3 and 4: Revolutions’) is the document for the development of the examination. The study design includes a section on ‘Characteristics of the study’ (pages 10 and 11). All outcomes in ‘Units 3 and 4: Revolutions’ will be examined.

All of the key knowledge and skills that underpin the outcomes in Units 3 and 4 are examinable.

Format

The examination will be in the form of a question book and an answer book.

The examination will consist of two sections. Each section will have questions on each of the four revolutions – America, France, Russia and China.

Section A will consist of three questions per revolution. One question will be derived from Area of study 1 – Causes of revolution. This question will consist of sub-parts and will involve analysis of visual and/or written sources. This question will be worth 20 marks. The remaining two questions will be derived from Area of study 2 – Consequences of revolution. These questions will be extended-answer questions worth a total of 20 marks. Section A will be worth a total of 40 marks.

Section B will consist of two questions per revolution. One question will be derived from Area of study 1 – Causes of revolution. This question will be an essay question worth 20 marks. The remaining question will be derived from Area of study 2 – Consequences of revolution. This question will consist of sub-parts and will involve analysis of visual and/or written sources. This question will be worth 20 marks. Section B will be worth a total of 40 marks.

Students must choose one revolution for Section A and a different revolution for Section B.
The examination will include questions that refer to visual and/or written sources. Section A and Section B will each include one to three sources per revolution. The sources may be presented in colour.

The total marks for the examination will be 80.

Answers to both sections are to be written in the answer book.

**Criteria**

The essay in Section B will be assessed against the following criteria:

- construction of a coherent and relevant historical argument that addresses the specific demands of the essay question
- demonstration of historical knowledge that is accurate and appropriate for the essay question
- use of historical thinking concepts
- use of primary sources and historical interpretations as evidence

**Approved materials and equipment**

Pens, pencils, highlighters, erasers, sharpeners and rulers

**Relevant references**

The following publications should be referred to in relation to the VCE History: Revolutions examination:

- VCE History Study Design 2016–2020 (‘Units 3 and 4: Revolutions’)
- VCE History: Revolutions – Advice for teachers 2016–2020 (includes assessment advice)
- VCAA Bulletin

**Advice**

During the 2016–2020 accreditation period for VCE History: Revolutions, examinations will be prepared according to the examination specifications above. Each examination will conform to these specifications and will test a representative sample of the key knowledge and skills from all outcomes in Units 3 and 4.

Teachers and students should be aware of the characteristics of the study, including historical thinking and historical interpretations in VCE History, as described on pages 10 and 11 of the study design. In VCE History, evidence may be drawn from primary and/or secondary sources, and include factual detail related to the key knowledge stated in the study design, historical perspectives and historical interpretations.

Further information about using sources as evidence is provided in the ‘Historical thinking’ section of the VCE History: Revolutions – Advice for teachers 2016–2020 on pages 1–6.

The following sample examination provides an indication of the types of questions teachers and students can expect until the current accreditation period is over. It demonstrates a range of source configurations that could appear on the examination.

Students should use command/task words, other instructional information within questions and corresponding mark allocations to guide their responses.

The VCAA does not publish answers to sample examinations.
HISTORY: REVOLUTIONS

Written examination

Day Date

Reading time: *.* to *.* (15 minutes)
Writing time: *.* to *.* (2 hours)

QUESTION BOOK

Structure of book

<table>
<thead>
<tr>
<th>Section</th>
<th>Number of questions</th>
<th>Number of questions to be answered</th>
<th>Number of marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3</td>
<td>3</td>
<td>40</td>
</tr>
<tr>
<td>B</td>
<td>2</td>
<td>2</td>
<td>40</td>
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<tr>
<td>Total</td>
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<td>80</td>
</tr>
</tbody>
</table>

• 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 correction fluid/tape.
• No calculator is allowed in this examination.

Materials supplied
• Question book of 22 pages, including assessment criteria for the essay in Section B on page 22.
• Answer book of ** 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 in the space provided on the front cover of the answer book.
• Indicate the revolution you have chosen for Section A and the revolution you have chosen for Section B in the answer book. 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 1

Instructions for Section A

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

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 blue or black pen.

<table>
<thead>
<tr>
<th>Revolution</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>America</td>
<td>4</td>
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<td>France</td>
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<tr>
<td>Russia</td>
<td>8</td>
</tr>
<tr>
<td>China</td>
<td>10</td>
</tr>
</tbody>
</table>
America

Causes of revolution – The American Revolution from 1754 to 4 July 1776

Use the following sources to answer Question 1.

**Source 1**
Samuel Adams writing about the revolutionary ideas of liberty and freedom in 1772

> 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 …

> “Just and true liberty, equal and impartial liberty” in matters spiritual and temporal\(^1\), is a thing that all Men are clearly entitled to, by the … laws Of … nature, as well as by the law of Nations …

> “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.”

**Source 2**
Extract from Thomas Jefferson’s Declaration of Independence

> When in the Course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the Powers of the earth, the separate and equal station to which the Laws of Nature and of Nature’s God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

> We hold these truths to be self-evident\(^1\), that all men are created equal, that they are endowed\(^2\) by their Creator with certain unalienable\(^3\) Rights, that among these are Life, Liberty and the pursuit of Happiness.


\(^1\)temporal – secular, that is, the opposite of spiritual

\(^1\)self-evident – obvious

\(^2\)endowed – blessed, given

\(^3\)unalienable – cannot be taken away
Question 1 (20 marks)

a. Outline what the revolutionary leaders understood by the idea of Natural Rights. In your response, refer to the sources provided and your own knowledge. 5 marks

b. Using the sources provided and your own knowledge, explain how ideas about the role of government contributed to the American Revolution. 5 marks

c. Evaluate the significance of ideas in causing the American Revolution. In your response, refer to the sources provided and other views. 10 marks

Consequences of revolution – The American Revolution from 4 July 1776 to 1789

Question 2 (10 marks)
Explain how the War of Independence was a challenge for the new regime. Use evidence to support your response.

Question 3 (10 marks)
Explain the impact of the American Revolution on the lives of African Americans. Use evidence to support your response.
France

Causes of revolution – The French Revolution from 1774 to October 1789

Use the following sources to answer Question 1.

Source 1
Albert Mathiez writing about the August 4th Decrees

An obscure Breton deputy, Leguen de Kerangal … related the sorrows of the country people … “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 …”


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

Source 2
Extract from the *Cahier de Doléances*

Rural degeneracy in Pleurs, Bailliage de Sézanne

Afflicted by so many misfortunes and suffering from poverty, the people of the countryside have become listless; they have fallen into a state of numbness … which is the most dangerous of all complaints and the most disastrous for the prosperity of a country. The population is suffering. They are afraid to get married, for marriage only holds the prospect of further hardships; they would immediately be taxed, asked for road services or charges (*corvées*), for labour services and contributions of all kinds. They fear a situation where their family would be a burden on them, since they can only anticipate their children being poor and wretched …

Among them, however, you will find several who are happy; these seem to be men of a different kind; they are in fact privileged men like you, nourished on the food of the people; they live amid abundance and each day is pure and serene for them. Such a striking comparison has served to deepen the misery of the labourer, if he is at all sensitive.

Question 1 (20 marks)

a. Describe how tensions between peasants and nobles created problems in France in 1789. In your response, refer to the sources provided and your own knowledge. 5 marks

b. Using the sources provided and your own knowledge, explain the difficulties encountered by ‘country people’/‘people of the countryside’. 5 marks

c. Analyse the significance of rural poverty as a cause of the French Revolution in 1789. In your response, refer to the sources provided and other views. 10 marks

Consequences of revolution – The French Revolution from October 1789 to 1795

Question 2 (10 marks)
Explain how the trial and execution of Louis XVI influenced the development of the new society in France. Use evidence to support your response.

Question 3 (10 marks)
Explain why government by Terror was introduced in France. Use evidence to support your response.
Russia

Causes of revolution – The Russian Revolution from 1896 to October 1917

Use the following sources to answer Question 1.

Source 1

The war added yet a new social factor to the restive workers and educated society: discontented soldiers. After the devastating casualties of 1914–16, anger and despair at their dangerous lot drove them to the brink of rebellion. Several small-scale unit mutinies and refusals to return to front-line positions took place in 1916. Self-wounding and desertion rates rose. Front soldiers wanted out of the carnage, new draftees at the rear garrisons dreaded marching orders, while recuperating wounded desperately hoped to avoid being sent back to the fighting. To these natural fears were added social tensions within the military. The rank and file of the army were composed mainly of peasants, with workers and other urban lower-class elements making up the rest. The officer corps was drawn mostly from educated society, noble and non-noble. For the peasants and workers of the army rank and file, the harsh and degrading terms of service seemed a continuation of serfdom, of a servitude in which they were at the complete mercy of the officer, whom they saw as an extension of the “lord,” the “master.” Between officers and men a vast gap loomed.


1restive – restless
2lot – position
3brink – edge

Source 2

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 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 the “imperialist banditry,” which the Bolsheviks must unbendingly oppose.


1unbendingly – with no flexibility
Question 1 (20 marks)

a. Using Source 1 and your own knowledge, describe the reasons for the discontent felt by those on the war front and also those on the home front regarding Russia’s involvement in World War I. 5 marks

b. Using Source 2 and your own knowledge, explain the challenges faced by the Bolsheviks in mobilising society. 5 marks

c. Analyse the significance of World War I as a cause of the Russian Revolution in 1917. In your response, refer to the sources provided and other views. 10 marks

Consequences of revolution – The Russian Revolution from October 1917 to 1927

Question 2 (10 marks)

Explain how the leadership of Lenin influenced the development of the new society in Russia. Use evidence to support your response.

Question 3 (10 marks)

Explain why War Communism and, eventually, the New Economic Policy (NEP) were introduced in Russia. Use evidence to support your response.
China

Causes of revolution – The Chinese Revolution from 1912 to 1949

Use the following sources to answer Question 1.

Source 1
The poster below (produced in 1972) commemorates the Long March in Yan’an (Yenan/Yanan) in 1936.


Source 2

The Reds were lucky … an invincible force.”

Question 1 (20 marks)

a. Using the sources provided and your own knowledge, compare interpretations of the Long March. 5 marks

b. Explain the importance of Yan’an as a revolutionary base. In your response, refer to the sources provided and your own knowledge. 5 marks

c. Evaluate the significance of Mao Zedong in the growth and development of the Chinese Communist Party. In your response, refer to the sources provided and other views. 10 marks

Consequences of revolution – The Chinese Revolution from 1949 to 1971

Question 2 (10 marks)

Explain how the Chinese Communist Party made use of policy and ideology to consolidate its power during the first decade of its rule in China. Use evidence to support your response.

Question 3 (10 marks)

Explain how the Hundred Flowers Campaign changed and challenged the lives of intellectuals. Use evidence to support your response.
SECTION B – Revolution 2

Instructions for Section B

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

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 blue or black pen.

Your response to the essay in Section B will be assessed according to the criteria set out on page 22.

<table>
<thead>
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<th>Revolution</th>
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</tr>
<tr>
<td>China</td>
<td>20</td>
</tr>
</tbody>
</table>
America

Causes of revolution – The American Revolution from 1754 to 4 July 1776

Question 1 – Essay (20 marks)
‘The quest for American independence was primarily a product of British policy and actions.’
Discuss.

Consequences of revolution – The American Revolution from 4 July 1776 to 1789

Use the following sources to answer Question 2.

Source 1

By 1786, then, it was clear to all well-informed men (especially to those who had served in Congress) that the national government needed a thorough overhaul if it was ever to be worthy of the name. Not everybody wanted it to be worthy of the name: the smaller states were nervous about their future in a strengthened federation, and in all the states there was a reluctance to sacrifice the joys of quasi-independent1 power. In one sense American unity had weakened in the years since Lexington: Congress had come to exist almost on sufferance, as the mere instrument of the state governments, which ran themselves without interference – except from each other, and in some cases their bickering was getting out of hand. They erected customs barriers and taxed each other’s trade where possible: for example, New York imposed a tax on all vessels trading through her waters to New Jersey or Connecticut. This sort of thing generated a great deal of ill-feeling, leading some observers to expect an inter-state war in the near future.


1 quasi-independent – semi-independent

Source 2

The image below appeared in the Massachusetts Centinel after New York’s approval of the Constitution in 1788.

Source: anonymous cartoon in the Massachusetts Centinel, 30 January 1788
Question 2 (20 marks)

a. Using the sources provided and your own knowledge, outline the form of government the Americans wanted to achieve after they declared independence. 5 marks

b. Explain why a new form of government was difficult to achieve. In your response, refer to the sources provided and your own knowledge. 5 marks

c. Analyse the form of government adopted in the new Constitution ratified in 1788. In your response, refer to the sources provided and other views. 10 marks
France

Causes of revolution – The French Revolution from 1774 to October 1789

Question 1 – Essay (20 marks)
How significant were the ideas of the Enlightenment as a cause of the French Revolution?

Consequences of revolution – The French Revolution from October 1789 to 1795

*Use the following sources to answer Question 2.*

Source 1

![Image](source.jpg)


The caption to the image above says: ‘Our modern Amazons, gloriing in their victories, return on horse and with cannons along with the gentleman of the National Guard, hold poplar branches to the sound of repeated cries of *Vive la Nation, Vive le Roi*.’
Source 2
The caption to this 1792 image says: ‘The Woman of the Sans Culotte’


Question 2 (20 marks)

a. Using Source 1 and your own knowledge, suggest reasons why the March of the Women on 5 October 1789 was historically significant. 5 marks

b. Using the sources provided and your own knowledge, explain the role of women in the French Revolution. 5 marks

c. Evaluate the people’s response to changing conditions in France. In your response, refer to the sources provided and other views. 10 marks
Russia

Causes of revolution – The Russian Revolution from 1896 to October 1917

Question 1 – Essay (20 marks)
How significant was the leadership of Tsar Nicholas II as a cause of the Russian Revolution?

Consequences of revolution – The Russian Revolution from October 1917 to 1927

Use the following sources to answer Question 2.

Source 1

Source 2

![Poster](image)


**Question 2** (20 marks)

a. Using Source 1 and your own knowledge, suggest reasons why the new regime relied heavily on the urban worker to consolidate power. 5 marks

b. Using the sources provided and your own knowledge, explain the experiences of workers in the Russian Revolution. 5 marks

c. Evaluate the way in which the sources provided present the Russian Revolution. In your response, refer to the sources and other views of the changing conditions of everyday life. 10 marks
China

Causes of revolution – The Chinese Revolution from 1912 to 1949

Question 1 – Essay (20 marks)
‘The Goumindang lost control of China rather than the Chinese Communist Party winning it.’
Discuss.

Consequences of revolution – The Chinese Revolution from 1949 to 1971

Use the following sources to answer Question 2.

Source 1
Jonathan D Spence writing about the launch of the Cultural Revolution

But as August drew on, Mao Zedong …
to attack their teachers, school administrators, party leaders, and parents.


Source 2
Mao Zedong giving a talk on the Great Proletarian Cultural Revolution in August 1967

As I see it, the intellectuals, including young intellectuals still receiving education in school, still have a basically bourgeois world outlook … revolutionary intellectuals must successfully reform their world outlook at the crucial stage of the struggle between the two classes, two roads and two lines, or they may head in a direction opposite that of the revolution.
… The struggle against the capitalist roaders in the Party is the principal task …

The large text at the bottom of this Chinese revolutionary 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.

Question 2 (20 marks)

a. Outline how Mao Zedong aimed to change society through the Great Proletarian Cultural Revolution. In your response, refer to the sources provided and your own knowledge. 5 marks

b. Using the sources provided and your own knowledge, explain the actions taken by students and the Red Guards during the Great Proletarian Cultural Revolution. 5 marks

c. Evaluate the impact of the Great Proletarian Cultural Revolution on Chinese society. In your response, refer to the sources provided and other views. 10 marks
Assessment criteria

The essay in Section B will be assessed against the following criteria:

• construction of a coherent and relevant historical argument that addresses the specific demands of the essay question
• demonstration of historical knowledge that is accurate and appropriate for the essay question
• use of historical thinking concepts
• use of primary sources and historical interpretations as evidence

END OF QUESTION BOOK