

Victorian Certificate of Education
2022

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER

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HISTORY: REVOLUTIONS

Written examination

Friday 4 November 2022

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	Number of marks
A	4	2	50
B	4	1	20
			Total 70

- 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 and answer book of 28 pages, including **assessment criteria for Section B** on page 28
- Sources book for Section A
- Additional space is available at the end of the book if you need extra space to complete an answer.

Instructions

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

At the end of the examination

- You may keep the sources 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**Instructions for Section A**

Answer **two** of the following questions in the spaces provided.

Revolution	Pages
Question 1 – The American Revolution	4–7
Question 2 – The French Revolution	8–11
Question 3 – The Russian Revolution	12–15
Question 4 – The Chinese Revolution	16–19

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SECTION A – continued
TURN OVER

Question 1 (25 marks)**The American Revolution**

Refer to pages 2–4 in the sources book when responding to this question.

- a. Using Source 1, identify **two** actions of the British Government that were believed to threaten the liberty of the colonists. 2 marks

- b. Describe **three** features of Source 2 that show colonial opposition to British tax revenue Acts by 1774. 3 marks

- c. Evaluate the extent to which British management of the colonies contributed to the outbreak of revolution. Use evidence to support your response. 9 marks

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SECTION A – Question 1 – continued
TURN OVER

- 5 marks

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- e. Using Source 4 and your own knowledge, analyse **one** change and **one** continuity in the conditions for women in the new regime.

6 marks

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SECTION A – continued
TURN OVER

Question 2 (25 marks)**The French Revolution**

Refer to pages 5 and 6 in the sources book when responding to this question.

- a. Using Source 5, identify **two** changes to taxation that were outlined in the *Cahier de Doléances* of the Third Estate of Dourdan.

2 marks

- b. Using Source 6, describe **three** differences between the Estates that were shown during this opening event of the Estates-General.

3 marks

- c. Evaluate how the demand for equality by the Third Estate was a cause of the revolution. Use evidence to support your response.

9 marks

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SECTION A – Question 2 – continued
TURN OVER

- 5 marks

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- e. Using Source 8 and your own knowledge, analyse **two** challenges to the new regime caused by the war.

6 marks

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SECTION A – continued
TURN OVER

Question 3 (25 marks)**The Russian Revolution**

Refer to pages 7–9 in the sources book when responding to this question.

- a.** Using Source 9, identify **two** consequences of Bloody Sunday.

2 marks

- b.** Describe **three** visual features of Source 10 that show that popular movements had achieved a great victory.

3 marks

- c.** Evaluate the extent to which the leadership of Tsar Nicholas II contributed to the outbreak of the February Revolution. Use evidence to support your response.

9 marks

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- 5 marks

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e. Using Source 12 and your own knowledge, analyse **two** effects of the New Economic Policy (NEP). 6 marks

[illegible]

Question 4 (25 marks)**The Chinese Revolution**

Refer to pages 10–12 in the sources book when responding to this question.

- a.** Using Source 13, identify **two** ways in which the Chinese Communist Party protected the Jiangxi Soviet (Kiangsi Soviet) against attacks. 2 marks

- b.** Using Source 14, describe **three** reasons why Mao Zedong (Mao Tse-tung) thought the Long March was important. 3 marks

- c.** Evaluate the extent to which decisions made by the Chinese Communist Party during the Long March contributed to its victory in 1949. Use evidence to support your response. 9 marks

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- 6 marks

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e. Using Source 16 and your own knowledge, explain the role of the Red Guards in the Cultural Revolution.

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END OF SECTION A
TURN OVER

SECTION B**Instructions for Section B**

Write an essay on **one** of the following questions in the space provided.

Your response will be assessed according to the assessment criteria set out on page 28.

Shade the box next to your selected question, and write the question number and the name of the revolution in the boxes provided on page 21.

☐ **Question 1** (20 marks)**The American Revolution**

‘By 1776, most Americans were united in their aim to separate from Britain, but the new regime faced many significant challenges in attempting to consolidate its power.’

To what extent do you agree? Use evidence to support your response.

OR

☐ **Question 2** (20 marks)**The French Revolution**

‘From the storming of the Bastille to 1795, both the people and the government used violence as an important tactic to achieve their aims.’

To what extent do you agree? Use evidence to support your response.

OR

☐ **Question 3** (20 marks)**The Russian Revolution**

‘In both Tsarist Russia and in the new society of the Bolsheviks, most Russian people suffered great hardships.’

To what extent do you agree? Use evidence to support your response.

OR

☐ **Question 4** (20 marks)**The Chinese Revolution**

‘Before 1949, the people of China were subjected to policies of political and social control as a way for the Guomindang (Kuomintang) to maintain power and, after 1949, this strategy continued under the Chinese Communist Party.’

To what extent do you agree? Use evidence to support your response.

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Question no.

Revolution

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SECTION B – continued
TURN OVER

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END OF SECTION B
TURN OVER

Clearly number all responses in this space.

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An answer book is available from the supervisor if you need extra space to complete an answer. Please ensure you write your **student number** in the space provided on the front cover of the answer book. **At the end of the examination, place the answer book inside the front cover of this question and answer book.**

TURN OVER

Assessment criteria for Section B

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
- application of historical thinking concepts such as cause and consequence, continuity and change, and/or historical significance
- use of sources as evidence to support a historical argument, including a range of primary sources, perspectives and historical interpretations

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END OF QUESTION AND ANSWER BOOK

**Victorian Certificate of Education
2022****HISTORY: REVOLUTIONS**
Written examination**Friday 4 November 2022****Reading time: 3.00 pm to 3.15 pm (15 minutes)****Writing time: 3.15 pm to 5.15 pm (2 hours)****SOURCES BOOK****Instructions**

A question and answer book is provided with this sources book.

Refer to the sources in this book for each question in Section A, as indicated in the question and answer book.

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The American Revolution

Sources 1–4 relate to Question 1.

Source 1

The extract below is from a letter dated 26 November 1769 from Charles Thomson to Benjamin Franklin. In the letter, Thomson, who was a colonial merchant and Patriot, makes accusations about British management of the colonies.

... the [British] Parliament claims a right to levy¹ taxes on the Americans, without their consent; and ... they declare that they have a power to make laws to bind² them in all cases whatever: By another act they suspend³ the legislative authority of an American Assembly for daring to dispute their commands ... The army which was left in America after the late war, under pretence of securing and defending it, is now publicly declared to be for the purpose of enforcing obedience to the authority of Parliament.

Source: 'To Benjamin Franklin from Charles Thomson, 26 November 1769', *Founders Online*, National Archives, <<https://founders.archives.gov/documents/Franklin/01-16-02-0151>>; original source: William B Willcox (ed.), *The Papers of Benjamin Franklin*, vol. 16, *January 1 through December 31, 1769*, Yale University Press, New Haven and London, 1972, pp. 237–240

¹**levy** – place, introduce

²**bind** – control, limit

³**suspend** – shut down

Source 2

This is a coloured version of a print titled *The Bostonian's Paying the Excise-man, or Tarring and Feathering*, published in London in October 1774. One of the figures in the foreground is John Malcolm, a loyalist Customs Commissioner, who was attacked by Patriots in January 1774.



Source: Philip Dawe, *The Bostonian's Paying the Excise-man, or Tarring and Feathering*, print, London, 1774;
Magite Historic/Alamy Stock Photo

Source 3

A historical interpretation assessing the leadership of George Washington as Commander-in-Chief of the Continental Army, published in 2005

He was not a brilliant strategist or tactician¹, not a gifted orator, not an intellectual. At several crucial moments he had shown marked indecisiveness. He had made serious mistakes in judgment. But experience had been his great teacher from boyhood, and in this his greatest test, he learned steadily from experience. Above all, Washington never forgot what was at stake and he never gave up.

Again and again, in letters to Congress and to his officers, and in his general orders, he had called for perseverance²—for “perseverance and spirit,” for “patience and perseverance,” for “unremitting³ courage and perseverance.” Soon after the victories of Trenton and Princeton, he had written: “A people unused to restraint must be led, they will not be drove⁴.” Without Washington’s leadership and unrelenting perseverance, the revolution almost certainly would have failed.

Source: D McCullough, *1776*, Allen Lane, London, 2005, pp. 293 and 294

¹**tactician** – person who plans carefully

²**perseverance** – persistence

³**unremitting** – never stopping

⁴**drove** – forcefully made to do something

Source 4

A historical interpretation of the outcomes of the revolution for women, published in 1978

During the Revolutionary War women supported the Declaration of Independence, produced political propaganda in favour of the American cause, served as spies and military messengers and occasionally fought ...

Despite their support of the war effort, equality for women was not part of the plan for the newly formed government. Once the Revolution was over, women were no longer needed by male politicians to boycott¹ or protest. They were not encouraged to engage in any further political activity.

... Voting, in particular, came to be viewed as an ‘unwomanly act’. Those states which did allow women to vote rescinded² that right, beginning with New York in 1777 and ending with New Jersey in 1807.

Source: JH Wilson and EF Defeis, ‘Role of American women: An historical overview’, *India International Centre Quarterly*, vol. 5, no. 3, July 1978, pp. 164 and 165; JSTOR, <www.jstor.org/stable/23001287>

¹**boycott** – refuse to buy certain goods

²**rescinded** – repealed or cancelled

The French Revolution

Sources 5–8 relate to Question 2.

Source 5

An extract from a list of grievances (*Cahier de Doléances*) produced by the Third Estate of the Dourdan region between March and April 1789

The order of the third estate ... of Dourdan ...

... wishes:

15. That every personal tax be abolished; that thus the *capitation*¹ and the *taille*² and its accessories be merged with the *vingtièmes*³ in a tax on land and ... property.

16. That such tax be borne equally, without distinction, by all classes of citizens and by all kinds of property, even feudal and contingent rights⁴.

17. That the tax substituted for the *corvée*⁵ ... be borne by all classes of citizens equally and without distinction ...

...

... That the tax of the *gabelle*⁶ ... be eliminated if possible, or that it be regulated among the several provinces of the kingdom. . . .

Source: M Perry, JR Peden and TH Von Laue, *Sources of the Western Tradition: Volume II: From the Renaissance to the Present*, 6th edition, Houghton Mifflin Company, Boston (MA), 2006, pp. 98–100

¹*capitation* – tax paid per head

²*taille* – land tax

³*vingtièmes* – wartime income tax

⁴*contingent rights* – payment to a feudal lord if certain events happened

⁵*corvée* – unpaid labour for a feudal lord, including road-making

⁶*gabelle* – salt tax

Source 6

A historical interpretation of one of the opening events of the Estates-General, 2 May 1789, at which the elected representatives of each Estate were presented to the King, published in 2004

The opening of the Estates-General was treated not like a public occasion in which rank would be dissolved into patriotic duty, but as an extension of court ceremony. Instead of being inclusive, it was exclusive; instead of opening up space, it closed it off ...

... The more brilliantly the first two orders swaggered¹, the more they alienated² the Third Estate and provoked it into exploding the institution altogether ... While the King received the deputies of the privileged orders in the *cabinet du roi*³, those of the Third were removed to another hall where they filed past him like a crocodile⁴ of sullen⁵ schoolboys. Their costume was as dowdy⁶ as that of the clergy and nobility was lustrous⁷. In black from head to foot, they looked like crows amidst peacocks ...

Source: S Schama, *Citizens: A Chronicle of the French Revolution*, Penguin Random House, UK, 2004, p. 287

¹*swaggered* – walked in a very confident, self-important way

²*alienated* – excluded

³*cabinet du roi* – king's private rooms in Versailles

⁴*crocodile* – double line

⁵*sullen* – sulky, resentful

⁶*dowdy* – unfashionable, dull

⁷*lustrous* – bright, shiny

Source 7

A cartoon titled *The family of pigs is brought back to the barn*, printed in 1791, depicting the royal family being taken back to Paris following their flight to Varennes



Source: unknown artist, *The family of pigs is brought back to the barn*, print, 1791; Musée Carnavalet – Histoire de Paris

Source 8

A historical interpretation of the threat of invasion and the impact of the war on Paris during September 1792, first published in English in 1962

... on Sunday, September 2, news came that Verdun was about to surrender. Tocsin¹ and cannon sounded the alarm. Volunteers massed to leave. Rumours circulated that their departure was to be the signal for prisoners to stage an uprising against Patriots ... The state of prison management ... entrusted to a small and inept² staff, encouraged suspicion of revolt. Escapes and riots had repeatedly occurred, and authorities had already expressed fear that mobs of common criminals would roam the city ...

...

The murderers, among whom were many Fédérés³ and petty bourgeois⁴, seem to have been relatively few ... Danton let matters take their course; as for the Girondins⁵, they were terrified, since suspicion spread to them.

Source: G Lefebvre, *The French Revolution*, Taylor & Francis (e-library), London, 2005, pp. 236 and 237

¹**Tocsin** – the ringing of a bell

²**inept** – lacking in skill

³**Fédérés** – volunteers of the National Guard

⁴**petty bourgeois** – lower middle class, including shopkeepers and skilled tradespeople

⁵**Girondins** – moderate republican political group who supported the war

The Russian Revolution

Sources 9–12 relate to Question 3.

Source 9

A historian's interpretation of the significance of Bloody Sunday, published in 1976

The day of resurrection¹ had turned into a day of destruction, and for most [workers] ... they no longer had a tsar ... The people, who only a short time ago were willing to rest all their hopes on the goodwill of their sovereign², were now willing to take up arms against him. What generations of revolutionaries had not been able to achieve in years of propaganda and agitation³ was brought home to the working masses in a few hours by the bullets of His Majesty's élite troops ...

...

... The tsar ... was held personally responsible for the tragedy in front of his palace ...

All of Russian society was repulsed⁴ by the brutal suppression⁵ of the peaceful demonstration.

Source: W Sablinsky, *The Road to Bloody Sunday*, Princeton University Press, Princeton (NJ), 1976, pp. 271 and 274

¹**resurrection** – a new beginning

²**sovereign** – ruler, monarch

³**agitation** – encouragement of rebellion

⁴**repulsed** – disgusted

⁵**suppression** – crushing

Source 10

The poster below, titled *Memorial of the People's Victory: Nikolai Romanov hands over the crown to his conquerors*, was published in Russia in early 1917. The palace in the background was the headquarters of the Duma and then of the Petrograd Soviet of Workers' and Soldiers' Deputies.



Source: unknown artist, *Memorial of the People's Victory: Nikolai Romanov hands over the crown to his conquerors*, Nevskaya Art Electric Publishing House, Petrograd, 1917

Source 11

On 6 January 1918, Lenin announced the dissolution of the Constituent Assembly in his speech to the Central Executive Committee of the All-Russian Congress of Soviets.

At one time, we considered the Constituent Assembly to be better than tsarism and the republic of Kerensky ... but as the Soviets emerged, they, being revolutionary organisations of the whole people, naturally became incomparably¹ superior to any parliament in the world ... Our cry was, All power to the Soviets; it is for this we are fighting ...

To hand over power to the Constituent Assembly would again be compromising² with the malignant³ bourgeoisie ... For nothing in the world will make us give up Soviet power! ... And by the will of Soviet power the Constituent Assembly, which has refused to recognise the power of the people, is being dissolved ...

... The Soviet revolutionary republic will triumph, no matter what the cost. (Stormy applause. Ovation⁴.)

Source: VI Lenin, speech, delivered to the All-Russia Central Executive Committee, 6 January 1918; Marxists Internet Archive, <www.marxists.org/archive/lenin/works/1918/jan/06b.htm>

¹**incomparably** – outstandingly, perfectly

²**compromising** – cooperating

³**malignant** – evil

⁴**Stormy applause. Ovation** – loud clapping and shouting to show agreement

Source 12

A historian's interpretation, published in 2018, of the effects of the New Economic Policy (NEP), which was introduced by Lenin at the Tenth Party Congress in March 1921

... the New Economic Policy succeeded in reviving the country's economy. By the mid-1920s, agriculture and industry had recovered to their prewar levels ... But the NEP system was deeply unpopular among Party members and workers. They resented the capitalists – known as NEPmen – who became rich operating small factories and shops ... Party members asked why they had shed blood during the Revolution and Civil War, only to see the capitalists return and exploit workers once again.

... The Revolution was supposed to eliminate the social problems of the tsarist era, but instead these problems persisted¹ ...

Source: DL Hoffmann, *The Stalinist Era*, Cambridge University Press, Cambridge, 2018, p. 39

¹**persisted** – continued

The Chinese Revolution

Sources 13–16 relate to Question 4.

Source 13

A historical interpretation outlining how the Chinese Communist Party used the Jiangxi Soviet (Kiangsi Soviet) and the method of combat known as guerrilla warfare against the armies of Jiang Jieshi (Chiang Kai-shek), published in 1998

Jiang Jieshi's [Chiang Kai-shek's] campaigns to exterminate the Communist "cancer" in Jiangxi obliged¹ the CCP² to develop the principles of guerrilla warfare. The first principle was to draw the enemy in along his supply lines until his advance units could be surrounded and cut off. The second principle was never to attack without superior numbers and assurance of success. Eastern Jiangxi with its rugged hills and narrow valleys was ideal for these tactics. The further Jiang's spearheads³ advanced, the more vulnerable⁴ they became.

Source: JK Fairbank and M Goldman, *China: A New History*, The Belknap Press of Harvard University Press, Cambridge (MA), 1998, p. 304

¹**obliged** – forced

²**CCP** – Chinese Communist Party

³**spearheads** – leading troops

⁴**vulnerable** – unsafe, endangered

Source 14

An extract from a report given by Mao Zedong (Mao Tse-tung) at the conference of the Chinese Communist Party in December 1935

Let us ask, has history ever known a long march to equal ours? No, never. The Long March ... has proclaimed¹ to the world that the Red Army is an army of heroes ... The Long March is also a propaganda force. It has announced to some 200 million people in eleven provinces that the road of the Red Army is their only road to liberation. Without the Long March, how could the broad masses have learned so quickly about the existence of the great truth which the Red Army embodies²? The Long March is also a seeding-machine ... [It] has sown many seeds which will sprout, leaf, blossom, and bear fruit, and will yield³ a harvest in the future. In a word, the Long March has ended with victory for us and defeat for the enemy.

Source: Mao Zedong, 'On tactics against Japanese imperialism', report, 27 December 1935; Marxists Internet Archive, <www.marxists.org/reference/archive/mao/selected-works/volume-1/mswv1_11.htm>

¹**proclaimed** – announced, made known

²**embodies** – shows

³**yield** – produce

Source 15

The poster below, published in 1954 and titled *Turn China into a prosperous, rich and powerful industrialised socialist country under the leadership of the Communist Party and Chairman Mao!*, promotes the aims of the First Five-Year Plan.



Source: D Hao, Z Yannian and C Zhenhua, *Turn China into a prosperous, rich and powerful industrialised socialist country under the leadership of the Communist Party and Chairman Mao!*, poster, Huadong renmin meishu chubanshe, 1954; [chinese-posters.net](https://chinese-posters.net/posters/e13-866), <<https://chinese-posters.net/posters/e13-866>>

Source 16

A historical interpretation of the involvement of young people in the Red Guard movement, published in 2007

... the Red Guard movement engulfed¹ the entire nation with extraordinary speed and ferocity². “Chairman Mao supports us; we will not fail Chairman Mao,” proclaimed a Red Guard slogan. These university and middle school students were young, naïve³, fanatical⁴, and impulsive. They charged out of their classrooms ... to engage in revolution and rebellion. Lin Biao gave them their directive. “Destroy the Four Olds,” he told them. These were old ideas, old cultures, old customs, and old habits. The young, ferocious⁵ Red Guards ... beat up elderly people, ransacked⁶ homes, cut off long hair, chopped off the high heels on women’s shoes, burned books and paintings, smashed up shops, converted the traditional names of streets and lanes to ones that were revolutionary, and demolished temples.

Source: G Wenqian, *Zhou Enlai: The Last Perfect Revolutionary*, PublicAffairs, New York, 2007, p. 133

¹**engulfed** – took over

²**ferocity** – aggression

³**naïve** – easily misled

⁴**fanatical** – extreme

⁵**ferocious** – wild, violent

⁶**ransacked** – damaged

