VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

Victorian Certificate of Education 2010

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

	STUDEN	ΓNUMBE	R						Letter
Figures									
Words									
	Section A	A [America	F	France	Ru	ssia	China	
	Section 1	В	America	F	rance	Ru	ssia	China	

HISTORY: Revolutions

Written examination

Thursday 11 November 2010

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
Α	Part 1	2	2	20
	Part 2	1	1	20
В	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 44 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.
- Indicate the revolution you have chosen for Section A and the revolution you have chosen for Section B in the spaces provided above on this page. You must **not** choose the same revolution for both sections.
- 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

Indicate on the front cover of this book the revolution you have chosen for Section A. Answer all questions (Part 1 and Part 2) for this revolution in this section.

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

Parts 1 and 2

Revolution	Page
America	3
France	8
Russia	
China	

America

$Part\ 1-Revolutionary\ ideas, leaders, movements\ and\ events$

America [1763–1776]

	4 •	4
4 1	HACTIAN	-
v	uestion	_

Using three or four points, explain how the response of King George III and his ministers to revolutionary ideas and movements contributed to increased development of the American Revolution between 1763 and 1776.
Provide evidence to support your answer.

-		4 .		-
()	116	Sti	on	Z

Using three or four points, explain how ideas of liberty contributed to a revolutionary situation in the Amerolonies between 1763 and 1776.	erican
Provide evidence to support your answer.	

Part 2 – Creating a new society

America [1776–1789]

Question 3

Gordon Wood writes of the prevailing pride in the achievements of the new society in *The Radicalism of the American Revolution* (1991), pp. 190, 191, 234

In many respects . . . all of American history.

Due to copyright restrictions, the extract is not supplied.

i	
ii	
	2
Identify two ways that 'America became the Enlighte	
Identify two ways that 'America became the Enlighte	enment fulfilled'.
Identify two ways that 'America became the Enlighte i. ii.	enment fulfilled'.

omigmonou, a	nd rational ideas	in the forma	tion of the nev	society from 1	1770 to 1705.	

]	Evaluate to what extent this extract is useful in understanding how the American Government was formed to reflect the ideology of equality from 1776 to 1789.
	In your response quote parts of the extract and refer to different views of the new society.
-	

France

Part 1 – Revolutionary ideas, leaders, movements and events

France [1781-4 August 1789]

Question 1
Using three or four points, explain how publications contributed to the development of the Revolution fron 1788 to 1789.
Provide evidence to support your answer.

Question 2

Osing three or four points, explain now the dismissal of Necker on 11 July in 1789 contributed to a revolutionary situation in 1789. Provide evidence to support your answer.					
	_				
	_				
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	_				
	_				
	_				

Part 2 – Creating a new society

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

Question 3



The patriotic oath of the National Guard at the Fête de la Fédération July 1792, Richard Cobb, Voices of the French Revolution, pp. 146–147

a.	Identify two groups of people represented in the drawing.	
	i	
	ii	
		2 marks
b.	Identify two ways the artist has suggested the groups support the Revolution.	
	i	
	ii	
		2 marks

By referring to parts of National Guard from Jur	your own knowled	lge, explain the radical	alisation of th

d.

the Revolution from your response refer		ic and to diffe	erent views of	the Revolution	1.

Russia

Part 1 – Revolutionary ideas, leaders, movements and events

Russia [1905–October 1917]

Question 1	
Using three or four points, explain how involvement in World War I contributed to the development of Revolution in Russia to October 1917.	the
Provide evidence to support your answer.	

\sim	4 •	•
()	uestion	Z

in Russia between July 1917 and Provide evidence to support your		

Part 2 – Creating a new society

Russia [November 1917–1924 death of Lenin]

Question 3

Speech by Lenin on the Constituent Assembly, 1918

in Lenin's *Collected Works*, Progress Publishers, Moscow, Volume 26, 1972, pp. 437–441 accessed from www.marxists.org/archive/lenin/works/1918

15

To hand over power to the Constituent Assembly would again be compromising with the malignant bourgeoisie. The Russian Soviets place the interests of the working people far above the interests of a treacherous policy of compromise disguised in a new garb². The speeches of those outdated politicians, Chernov and Tsereteli, who continue whining tediously for the cessation of civil war, give off the stale and musty odour of antiquity. But as long as Kaledin exists, and as long as the slogan "All power to the Constituent Assembly" conceals the slogan "Down with Soviet power", civil war is inevitable. For nothing in the world will make us give up Soviet power! (*Stormy applause*.) And when the Constituent Assembly again revealed its readiness to post-pont'³ all the painfully urgent problems and tasks that were placed before it by the Soviets, we told the Constituent Assembly that they must not be postponed for one single moment. 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. Ovation.)

² ga	alignant – evil urb – form ost-pont' – postpone	
a.	Identify two of the groups engaged in class struggle.	
	i	
	ii	
		2 marks
b.	Identify two institutions whose conflict Lenin claims will lead to civil war.	
	i	
	ii	
		2 marks

g from the exo dissolve th		age, expiain	tne events v	vhich influer	icea Lenin's

rour response quote parts of the extract and refer to different views of the Revolution.

China

$Part\ 1-Revolutionary\ ideas, leaders, movements\ and\ events$

China [1898–1949]

Question 1
Using three or four points, explain how the Boxer Rebellion contributed to the development of the Revolution in China by 1911.
Provide evidence to support your answer.

Question 2
Using three or four points, explain the part Sun Yat Sen played in the revolutionary struggle between 1911 and 1927.
Provide evidence to support your answer

Provide evidence to support your answer.	

Part 2 – Creating a new society

China [1949–1976 death of Mao]

Question 3

Meisner writing about the Agrarian Reform Laws and Campaigns, 1950–1951, in *Mao Zedong: A Political and Intellectual Portrait* (2007), pp. 120–122

Mao intended the land reform campaign to serve a variety of political and economic purposes, but its main aim was to destroy the landlord class . . . [which was] economically dispensable and socially undesirable . . . the Agrarian Law prohibited the confiscation of land and equipment used by landlords for the operation of private industrial and commercial enterprises. But . . . few Chinese landlords had turned to capitalist-type production, and even fewer escaped the fury of the land reform campaign . . . Once the agrarian movement was launched by local Communist cadres, angry peasants seeking both land and revenge made few distinctions . . . Many landlords . . . were executed in the violence [that] swept the countryside. Others were dispatched to labor camps . . . The Communists had won the overwhelming support of poor peasants (about 70 per cent of the rural population) by promising "land to the tiller." That promise had to be honored if the Party was to retain the support of the peasants . . . Land reform brought a degree of social and economic equity to the villages and improved the life of the majority of peasants.

i	
ii	
	2 ma
Identify	two reasons (not used in part a.) why few landlords escaped the land reform campaign.
-	two reasons (not used in part a.) why few landlords escaped the land reform campaign.
i	

By quoting from the Bitterness' campaig	he extract, and using the grant operated during the state of the state	g your own kn he land reform	owledge, explanation of the control	ain the ways i	in which the 'Spea

d.

For the peasants were fulfilled between 1950 and 1961. In your response quote parts of the extract and refer to different views of the period 1950 to 1961.		

SECTION B – Revolution two

Instructions for Section B

Indicate on the front cover of this book the revolution you have chosen for Section B. Answer all the questions (Part 1 and Part 2) for this revolution in this section.

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

Part 1

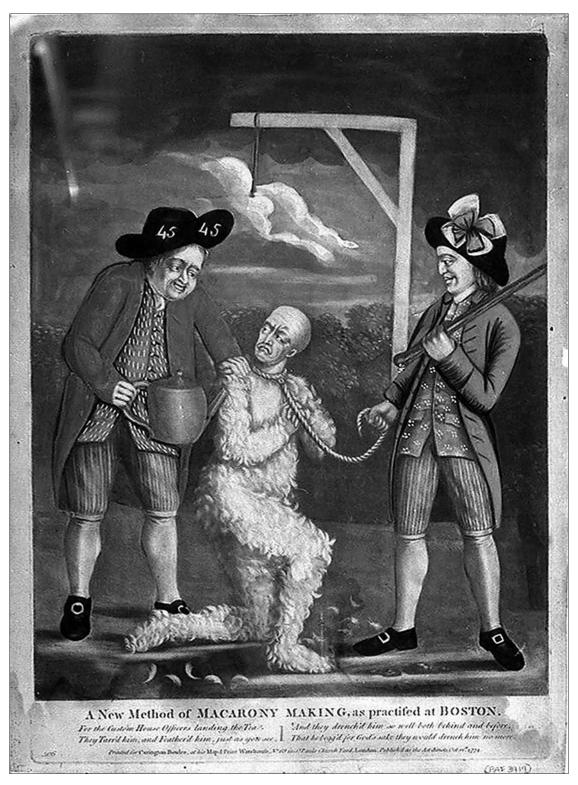
Revolution	Page
America	24
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Part 2	36

America

Part 1 – Revolutionary ideas, leaders, movements and events

[America 1763–1776]

Question 1



Tarring and feathering a tax collector – it was called a new form of 'macarony', a slang term for fashionable dress at the time (1774)

Peter Thomas, The American Revolution, p. 93

ntify two groups which are represented in the drawing.	
	2 marks
ntify two features in the drawing which show opposition to British rule.	
	2 marks
referring to parts of the drawing, and using your own knowledge, explain what picted in the drawing between 1765 and 1774.	caused the actions

d.

Evaluate to what extent this drawing is useful in assessing the responses of the colonists to British authori in America from 1763 to 1776.		
In your response refer to parts of the drawing and to different views of the period.		
17	٠	

France

Part 1 – Revolutionary ideas, leaders, movements and events

France [1781–4 August 1789]

Ouestion 1

¹cabal – faction/group

Report on the Réveillon riots in Paris 27–28 April 1789.

An extract from a letter from the noble deputy from the Poitiers region, the marquis de Ferrières to his wife in Richard Cobb, *Voices of the French Revolution* (1988), p. 44

Five or six thousand working men, stirred up by a hellish cabal¹ which aims to destroy the ministry and prevent the Estates from meeting, gathered at ten o'clock in the morning armed with cudgels² and launched themselves like furies on the house of a man called Réveillon . . .

[on that day] There was a meeting of three hundred and fifty nobles at the archbishop's palace in order to choose deputies for the nobility. The rabble set off in that direction; luckily most of them were drunk and they soon changed their minds and continued to infest the streets. The duc de Luynes was stopped, coming back from the racing, and compelled to shout, 'Long live the king and the Third Estate!' Gentlefolk and even the bourgeois are appalled . . .

All this makes one tremble for the unhappy kingdom. It is a tissue of horrors, of abominations. Everyone can guess who launched this blow. May Providence protect the king.

The pretext is the high price of bread, but this is less dear in Paris than in the provinces.

The Estates General will be stormy. There is great ill feeling between the orders. A great many people have been arrested. Yesterday the king issued an edict bringing guilty persons within the jurisdiction of police courts. The parlement has behaved as it always does, slackly. A few of these unfortunates were found dead in Réveillon's cellars; they had drunk varnish and raw alcohol, thinking it was eau-de-vie³.

	adgels – sticks au-de-vie – brandy	
a.	Identify two aims of the cabal that the writer refers to in his letter.	
	i	
	ii	
		2 marks
b.	Identify two groups of people who were appalled by the action of the crowd.	
	i,	
	ii	
		2 marks

the lead up to the Esta	ates General in 178	39.		
				6 mark

in 1789. se quote parts of the letter and refer to different views of the Revolution in 1789.

Russia

Part 1 – Revolutionary ideas, leaders, movements and events

Russia [1905–October 1917]

Question 1



Contemporary cartoon showing the Russian Court in 1916. The card being held by the figure on the left depicts Wilhelm II.

www.spartacus.schoolnet.co.uk/RUSrasputin also in Harold Shukman, Rasputin

a.	Identify two figures in the cartoon.	
	i	
	ii	
		2 marks
b.	Identify two features that suggest the Russian Court was not functioning as it should in 1916.	
	i	
	ii	

c.

By referring to parts of the cartoon, and using your own knowledge, explain the significance of this depiction to the events in Russia of February 1917.		
	6 mark	

d.

revolutionary situation in Russia in February 1917. In your response refer to parts of the cartoon and to different views of the Revolution.		
_		
	10	

China

Part 1 – Revolutionary ideas, leaders, movements and events

China [1898–1949]

Question 1



The image commemorates the Long March in Yan'an (also Yenan & Yanan) in 1936 (1972) Steven Heller, *iron fists branding the 20th-century totalitarian state* (2008), p. 187

Identify two groups in the graphic.

a.

	i	
	ii	21-
b.	Identify two ways in which the artist shows support for Mao Zedong's leadership.	2 marks
	i	
	ii.	
	II •	2 marks

March in the development of the Chinese Re	g your own knowledge, explain the significance of the Long volution.
	6 mark

for	aluate the extent to which this poster provides a reliable view of the ways in which Mao gained supposition between the end of the Long March and 1945.
	your response refer to parts of the graphic and to different views of the Revolution.

Part 2 – Creating a new society

Question 2

America [1776–1789]

Historians have argued that the American Revolution saw the birth of a nation dedicated to equal opportunity, the rights of the individual, and government by popular consent.

How true is this of the American Revolution?

Use evidence to support your answer.

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

The ideals of the French Revolution were liberty, equality and fraternity.

Discuss the extent to which these were fulfilled in the French Revolution.

Use evidence to support your answer.

Russia [November 1917–1924 death of Lenin]

Historian Richard Pipes has argued that, judged in terms of its own aspirations, the communist regime was a monumental failure: it succeeded in one thing only – staying in power.

To what extent were the aspirations of the Bolshevik party achieved by 1924?

Use evidence to support your answer.

China [1949–1976 death of Mao]

Historian Immanuel Hsu has argued that 'Mao's twenty-seven year rule brought little improvement in people's living standards'.

To what extent did the new society bring an improvement in the conditions of everyday life for the Chinese people?

Use evidence to support your answer.

20 marks

Working space

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Extra space for responses

Clearly number all responses in this space.	

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2010 HISTREV EXAM

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

