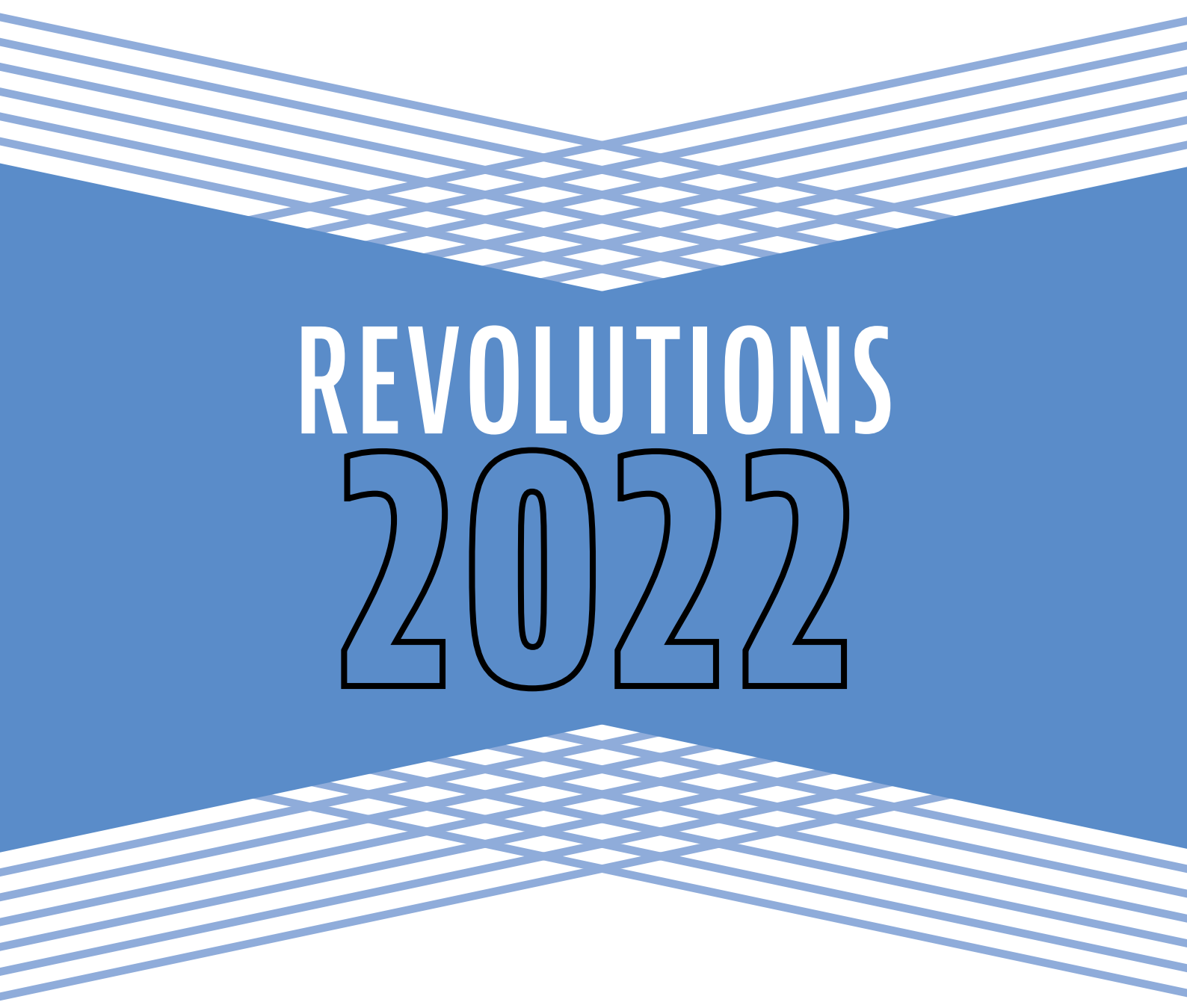


HTAV VCE HISTORY **SAMPLE EXAM**



REVOLUTIONS 2022

Units **3 & 4**

First published 2022 by:



History Teachers' Association of Victoria

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*2022 HTAV VCE History Sample Exam: Revolutions –
Written Examination*

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PRINTING THIS EXAM

To print this exam as a booklet, ensure you have selected the following in your print options:

- A3 paper size
- 'Booklet' printing option
- Specify to print only pages 1–28 (do not print pages i–ii).



STUDENT NUMBER

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Letter

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HISTORY: REVOLUTIONS

Written examination

Day Date

Reading time: to (15 minutes)

Writing time: to (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 27 pages, including **assessment criteria for Section B** on page 27.
- 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.

SECTION A**Instructions for Section A**

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

Revolution	Pages
Question 1 – The American Revolution	3–6
Question 2 – The French Revolution	7–10
Question 3 – The Russian Revolution	11–14
Question 4 – The Chinese Revolution	15–18

SECTION A – continued

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

Refer to pages 2–5 in the sources book when responding to this question.

- a.** Using Source 1, describe colonists' objections to taxation without representation.

3 marks

- b.** Using Source 2, identify **two** features that show how the Sons of Liberty challenged British authority in the colonies during 1775.

2 marks

- c.** Explain the consequences of colonial responses to British tax revenue Acts. Use Source 2 and your own knowledge to support your response.

6 marks

SECTION A – Question 1 – continued
TURN OVER

- d. Using Source 3 and your own knowledge, explain the challenges the new regime faced under the Articles of Confederation from 1777 to 1783.

5 marks

SECTION A – Question 1 – continued

- e. Evaluate the most significant continuities and changes in political conditions from 1754 to 1789. Use Source 4 and other evidence to support your response.

9 marks

SECTION A – continued
TURN OVER

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

DO NOT WRITE IN THIS AREA

SECTION A – continued

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

Refer to pages 6–8 in the sources book when responding to this question.

- a.** Using Source 5, identify **two** factors that motivated peasants to challenge the existing order. 2 marks

- b.** Using Source 6 and your own knowledge, explain how the storming of the Bastille contributed to the outbreak of revolution in 1789. 5 marks

SECTION A – Question 2 – continued
TURN OVER

- c. Using Source 7, Source 8 and your own knowledge, explain how the rise of the *sans-culottes* influenced French society.

6 marks

DO NOT WRITE IN THIS AREA

SECTION A – Question 2 – continued

- d. Using Source 8, outline the changes that Georges Danton believed necessary to protect the revolution.

3 marks

- e. Evaluate the most significant continuities and changes in the lives of urban workers from 1774 to 1795. Use evidence to support your response.

9 marks

SECTION A – Question 2 – continued
TURN OVER

[illegible]

DO NOT WRITE IN THIS AREA

SECTION A – continued

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

Refer to pages 9–12 in the sources book when responding to this question.

- a.** Using Source 9, outline the limitations of the Dumas.

3 marks

- b.** Using Source 9, Source 10 and your own knowledge, explain how liberal ideas and reforms contributed to the development of the Russian Revolution by 1917.

6 marks

SECTION A – Question 3 – continued
TURN OVER

- c. Identify **two** features of Source 11 that show how Vladimir Lenin sought to achieve the Bolsheviks' revolutionary ideals after 1917.

2 marks

- d. Using Source 12 and your own knowledge, explain how Sovnarkom consolidated its control over Russia after October 1917.

5 marks

DO NOT WRITE IN THIS AREA

SECTION A – Question 3 – continued

- e. Evaluate the extent of continuity and change in political conditions in Russia between 1896 and 1927. Use at least two of the sources provided and evidence from your own knowledge.

9 marks

SECTION A – Question 3 – continued
TURN OVER

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

Refer to pages 13–15 in the sources book when responding to this question.

- a. Using Source 13, outline Snow's perspective of why Chinese peasants supported the Chinese Communist Party.

3 marks

- b. Using Source 14 and your own knowledge, explain the reasons for the defeat of the Guomindang in the Chinese Civil War.

6 marks

SECTION A – Question 4 – continued
TURN OVER

- c. Using Source 15, identify **two** consequences of the *fanshen* (land reform) campaign. 2 marks

- d. Using Source 16 and your own knowledge, explain the goals and methods of the Great Leap Forward. 5 marks

SECTION A – Question 4 – continued

- e. Evaluate the main continuities and changes in the experiences of Chinese landlords and peasants as a result of the Chinese Revolution. Use at least two of the sources provided and evidence from your own knowledge.

9 marks

SECTION A – Question 4 – continued
TURN OVER

[illegible]

DO NOT WRITE IN THIS AREA

END OF SECTION A

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 27.

☐

Question 1 (20 marks)

The American Revolution

‘Only a minority of the people benefited from the political or social changes brought about by the American Revolution.’

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

OR

☐

Question 2 (20 marks)

The French Revolution

‘The revolutionary government’s use of Terror significantly impacted the shaping of the new French society from 1793.’

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

OR

☐

Question 3 (20 marks)

The Russian Revolution

‘War Communism and the New Economic Policy created a foundation for a fairer society for workers and peasants.’

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

OR

☐

Question 4 (20 marks)

The Chinese Revolution

‘The Chinese Communist Party was highly successful in transforming China for the better after 1949.’

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

SECTION B – continued
TURN OVER

DO NOT WRITE IN THIS AREA

SECTION B – continued

DO NOT WRITE IN THIS AREA

SECTION B – continued
TURN OVER

END OF SECTION B

Extra space for responses

Clearly number all responses in this space.

DO NOT WRITE IN THIS AREA

TURN OVER

DO NOT WRITE IN THIS AREA

TURN OVER

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.**

Assessment criteria for Section B

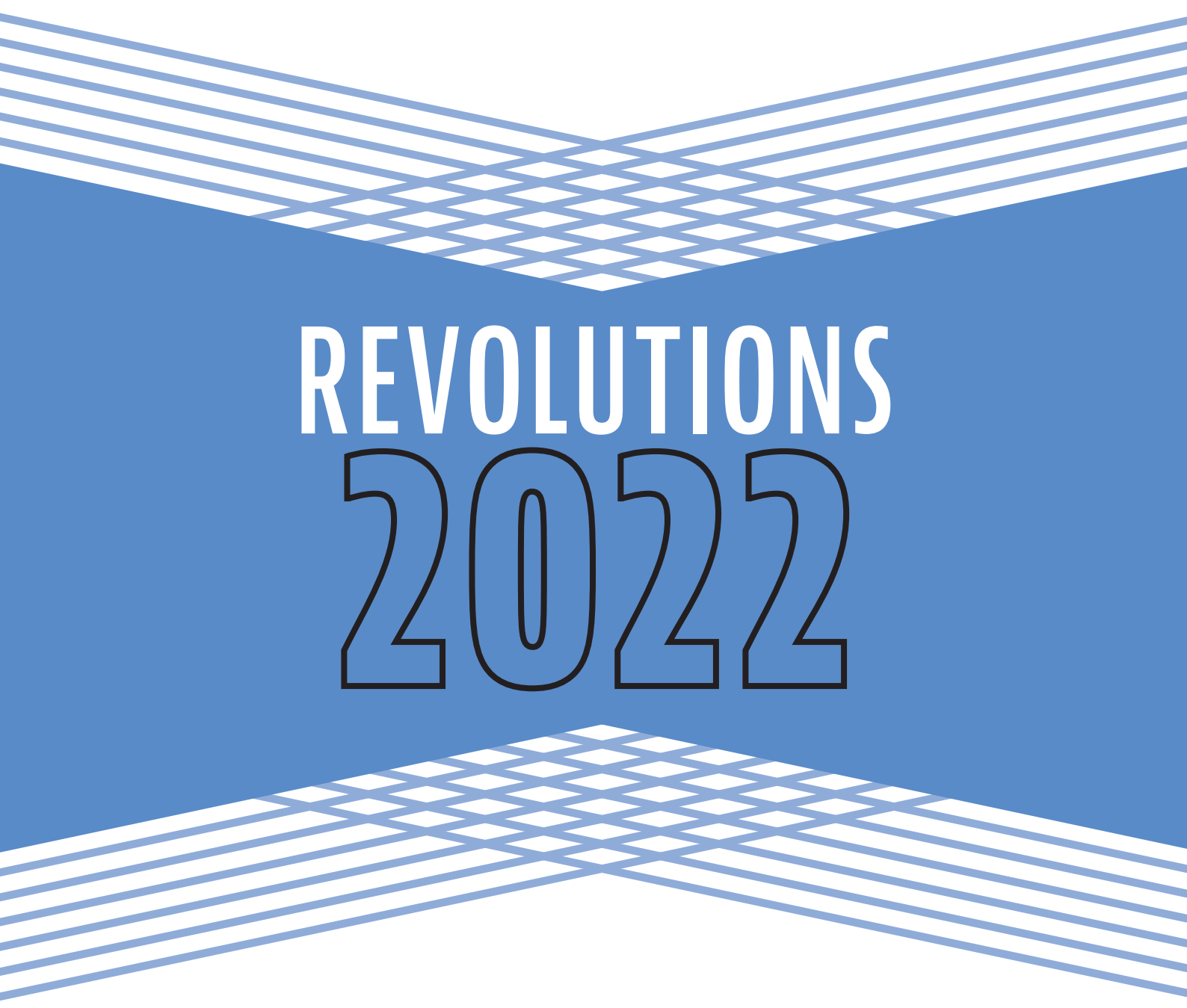
The essay in Section B will be assessed against the following criteria:

- 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.

END OF QUESTION AND ANSWER BOOK

DO NOT WRITE IN THIS AREA

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REVOLUTIONS 2022

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2022 HTAV VCE History Sample Exam: Revolutions – Sources Book

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- 'Booklet' printing option
- Specify to print only pages 1–16 (do not print pages i–ii).



HISTORY: REVOLUTIONS

Written examination

Day Date

Reading time:	to	(15 minutes)
Writing time:	to	(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.

Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.

The American Revolution

Sources 1–4 relate to Question 1.

Source 1

The excerpt below is from a pamphlet written in 1765 by Daniel Dulany, who was a lawyer in Maryland. Titled *Considerations on the Propriety of Imposing Taxes in the British Colonies*, the pamphlet was written in response to the argument that colonists were virtually represented in British Parliament.

The Right of Exemption from all Taxes *without their Consent*, the Colonies claim as *British Subjects*. They derive¹ this Right from the Common Law, which their Charters have declared and confirmed, and they conceive that when stripped of this Right ... they are at the same Time deprived of every Privilege distinguishing Free-Men from Slaves.

On the other Hand, they acknowledge themselves to be subordinate to the Mother-Country, and that the Authority vested² in the supreme Council of the Nation, may be justly exercised to support and preserve that Subordination. ...

But the Inhabitants in the Colonies have no Share in this great Council ... for those Securities are derived to the Subject³ from the Principle that he is not to be Taxed without his own Consent, and an Inhabitant in *America* can give his Consent in no other Manner than in [a colonial] Assembly.

Source: Daniel Dulany, *Considerations on the Propriety of Imposing Taxes in the British Colonies* (Annapolis: Jonas Green, 1765), extract published in 'Making the Revolution: America, 1763–1791', National Humanities Centre, <https://americainclass.org/sources/makingrevolution/index.htm>.

¹**derive** – obtain something from a particular source

²**vested** – bestowed or given to

³**subject** – person

Source 2

This political satire titled *The Alternative of Williams-Burg* was published in London on 16 February 1775. It depicts local members of the Sons of Liberty encouraging Virginian planters in the town of Williamsburg to sign non-importation agreements.



Source: Attributed to Philip Dawe, *The Alternative of Williams-Burg*, 1775, mezzotint, published by R. Sayer and J. Bennet, Library of Congress, LC-DIG-ds-14481, <https://www.loc.gov/resource/ds.14481/>.

To the left, a reluctant planter is held by rough looking men who point to tar and feathers hanging on the gallows to the right.

The words on the gallows read, 'A cure for the refractory'.¹

¹**refractory** – stubborn or unmanageable

Source 3

An extract from a letter written by Alexander Hamilton on 3 September 1780 to James Duane. Duane was a member of the Continental Congress. The letter was written while Hamilton was aide-de-camp (personal secretary) to George Washington during the War for Independence.

The confederation too gives the power of the purse too [e]ntirely to the state legislatures. It should provide perpetual¹ funds in the disposal of Congress—by a land tax, poll tax, or the like. All imposts² upon commerce ought to be laid by Congress and appropriated to their use, for without certain revenues, a government can have no power; that power, which holds the purse strings absolutely, must rule.

Source: 'From Alexander Hamilton to James Duane, 3 September 1780', *Founders Online*, National Archives, <https://founders.archives.gov/documents/Hamilton/01-02-02-0838>.
[Original source: *The Papers of Alexander Hamilton: Volume 2, 1779–1781*, eds Harold C. Syrett and Jacob E. Cooke (New York: Columbia University Press, 1961), 400–418.]

¹**perpetual** – ongoing

²**imposts** – taxes

Source 4

An extract from a historical interpretation, published in 1976, on the creation of the new regime.

The Stamp Act Congress was an eye-opener, and the challenge it presented to the conventional view of the colonists' mutual jealousies was widened with the meeting of the First Continental Congress in 1774. Not that sectional¹ jealousies disappeared, then or later, but the men who attended the Congress could perceive the possibility that lay before them of operating for the first time on a continental scale. It had been one of the weaknesses of British rule that it offered no opportunity for a colonist with political talent to use that talent in contributing to the direction of the great empire that demanded his loyalty. The most that a colonist could aspire to was some office within his own colony, and even there the highest office, that of governor, was usually reserved for an Englishman.

At the first Continental Congress men from twelve colonies began to make policy for the whole group ... which shortly became the United States. They not only adopted numerous resolutions affirming American rights, but they established a policy of non-importation from Great Britain, non-exportation to Great Britain, and non-consumption of British goods. And having adopted the policy they created machinery, in the form of local committees, to enforce it everywhere. They began to act, in other words, like a national government. And the men who participated in the action, including George Washington and John Adams, gained a sense of the larger field of operation that might be opening to men who had the vision to see beyond the borders of their own particular colony. They felt what it might mean for Americans to direct their own affairs together.

Source: Edmund S. Morgan, *The Challenge of the American Revolution* (New York: Norton, 1978), 204–205.

¹**sectional** – refers to the individual states

The French Revolution

Sources 5–8 relate to Question 2.

Source 5

A historical interpretation, published in 1973, of the rural revolts by peasants of March 1789.

[These so-called] ‘brigands’¹ were not highway robbers or escaped galley slaves: the brigands were the lower orders of both town and country driven to attack the *ancien régime* by sheer hunger and a profound conviction² that the king was on their side. ...

The pattern of the great peasant revolts was established as early as the beginning of spring; they were preceded by a long period of simmering agitation which spread unrest far and wide.

Source: Georges Lefebvre, *The Great Fear of 1789: Rural Panic in Revolutionary France*, trans. Joan White (London: Vintage, 1973), 40, 46.

¹**brigands** – a gang that ambushes and robs people in forests and mountains

²**conviction** – a firmly held belief or opinion

Source 6

A perspective from a Swiss Guard recalling the fall of the Bastille on 14 July 1789.

They disarmed us immediately. ... They took us prisoner, each of us having a guard. They flung our papers and records out of the windows and plundered everything. ... The streets through which we passed and the houses flanking them (even the roof-tops) were filled with masses of people shouting at me and cursing me. ... Swords, bayonets¹ and pistols were being continually pressed against me. I did not know how I should die but felt that my last moment had come. Stones were thrown at me and women gnashed their teeth and brandished² their fists at me.

Source: Cited in Christopher Hibbert, *The French Revolution* (London: Penguin, 1980), 8.

¹**bayonet** – a rifle with a short, sharp edge attached to the end of it

²**brandished** – wave as a threat

Source 7

The print below, created in 1796–1797, depicts the uprising of Parisian *sans-culottes* from 31 May to 2 June 1793. The scene takes place in front of the Deputies Chamber in the Tuileries.



Source: Jean Joseph Francois Tassaert, *May 31, 1793*, 1796–1797, Musée Carnavalet, Histoire de Paris, G.23669, <https://www.parismuseescollections.paris.fr/fr/musee-carnavalet/oeuvres/le-31-may-1793-0#infos-principales>.

Source 8

The extract below is from Danton's address to the National Convention on 5 September 1793. It outlines the problems facing the National Convention and the necessary steps forward.

You have just proclaimed to all of France that it is still in a real and active state of revolution. Well, this revolution must be [fully realised]. You must never fear movements that could tempt counter-revolutionaries in Paris, who would no doubt like to extinguish¹ the flame of liberty where it burns the brightest. But the immense number of true patriots, of *sans-culottes* who have crushed their enemies a hundred times, still exists [and are] ready to take action. We only need to know how to lead them, and once again they will confound and foil all conspiracies. It is not enough to have a revolutionary army; you must be revolutionary yourselves. Remember that industrious men who live by the sweat of their brow cannot attend the sections and that it is only when the true patriots are absent that scheming can take over the section meetings. Therefore decree that two large section-meetings be held each week, and that the man of the People who attends these political assemblies will receive just [payment] for the time spent away from his work.

It is also good that you proclaim to all our enemies that we are determined to be continually and completely prepared for them. ... Let it be the republic that puts a gun into the hands of the citizen, the true patriot, and let the republic say to him, 'The country entrusts this weapon to you ... for its defense'. ... Let a gun be our most sacred object. ... Let each of us lose our life rather than our gun.

Source: 'Terror Is the Order of the Day', *Liberty, Equality, Fraternity: Exploring the French Revolution*, <https://revolution.chnm.org/d/416>. [Original source: A. Ray, *Reimpression de l'ancien Moniteur*, 32 vols (Paris: Imprimerie Nationale, 1858–1863), 580–583, 586, 591.]

¹**extinguish** – put an end to, to destroy

The Russian Revolution

Sources 9–12 relate to Question 3.

Source 9

A historical interpretation, first published in 1996, of the Fundamental Laws of the Empire.

[Nicholas] had reluctantly granted the [October] Manifesto under pressure from Witte in order to save his throne. But at no time had he sworn to act upon it as a ‘constitution’. ... The Tsar’s sovereignty¹ was in his view still handed to him directly from God. ...

There was nothing in the new Fundamental Laws (passed in April 1906) to suggest that from now on the Tsar’s authority should be deemed to derive from the people, as in Western constitutional theories. ...

And the Tsar held most of the trump cards² in the post-1905 system. He was the supreme commander of the armed services and retained the exclusive right to declare war and to make peace. He could dissolve the Duma. ... According to Article 87 of the Fundamental Laws he could also legislate by emergency decree when the Duma was not in session, and his government used this loophole³ to bypass parliamentary opposition. The Duma Electoral Law established an indirect system of voting by estates⁴ heavily weighted in favour of the crown’s traditional allies, the nobility and the peasants.

Source: Orlando Figes, *A People’s Tragedy: The Russian Revolution, 1891–1924* (London: Pimlico, 1996), 214–215.

¹**sovereignty** – right to rule

²**trump cards** – advantages

³**loophole** – way to bypass a law

⁴**estates** – social classes

Source 10

Extract from a speech by Pavel Milyukov to the State Duma on 1 November 1916. Milyukov was the leader of the Kadet party.

We now see and know that we can no more legislate¹ with this government than we can lead Russia to victory. ... When the Duma declares again and again that the home front must be organised for a successful war and the government continues to insist that to organise the country means to organise a revolution, and consciously chooses chaos and disorganisation—is this stupidity or treason? ...

We have many different reasons for being discontented ... but all these reasons boil down² to one general one: the incompetence and evil intentions of the present government. ... And therefore in the name of the millions of victims and of their spilled blood, in the name of our achieving our national interests, ... in the name of our responsibility to those people who elected us, we shall fight until we get a responsible government.³ ... Cabinet ministers must agree unanimously as to the most urgent tasks; they must agree and be prepared to implement the programme of the Duma majority and they must rely on this majority not just in implementation of this programme, but in all their actions.

Source: Ronald Kowalski, *The Russian Revolution, 1917–1921* (London: Routledge, 1997), 22–23.

¹**legislate** – make laws

²**boil down to** – the main reason

³**responsible government** – a government that answers to the Duma

Source 11

A poster issued by Sovnarkom in 1920 titled 'Comrade Lenin Cleanses the World of Evil Spirits'.



Source: Viktor Deni, *Comrade Lenin Cleanses the World of Evil Spirits*, 1920, offset lithograph on paper, in Vyacheslav Polonsky, *Russian Revolutionary Posters* (Moscow: State Publishing House, 1925).

Source 12

A historical interpretation, first published in 1996, of how Sovnarkom governed Russia after 1917.

Sovnarkom announced that its decrees acquired the force of law as soon as they were published in the official Gazette of the Provisional Workers' and Peasants' Government. The [Congress of Soviets] was allowed ... to debate government policies but without having the power to alter them. ...

Henceforth, Russia was ruled by decree, as she had been before 1905. ... As in pre-revolutionary days, laws went into effect when the head of state—then the Tsar, now Lenin—affixed to them his signature. ... The system of legislation the Bolsheviks set in place within two weeks of the October coup, for all its revolutionary rhetoric,¹ marked a reversion² to the autocratic practices of tsarist Russia before the Manifesto of October 17, 1905. They simply wiped out the eleven intervening years of constitutionalism.³

Source: Richard Pipes, *A Concise History of the Russian Revolution* (New York: Vintage, 1996), 155–156.

¹**rhetoric** – persuasive words

²**reversion** – return

³**constitutionalism** – limiting the power of government

The Chinese Revolution

Sources 13–16 relate to Question 4.

Source 13

Observations by American journalist Edgar Snow after visiting the peasants of Suiyuan during the north-west famine of 1929, first published in 1938.

Have you ever seen a man ... when he has had no food for more than a month? It is a most agonizing sight. His dying flesh hangs from him in wrinkled folds, you can clearly see every bone in his body, his eyes stare out unseeing. ... If he has been lucky he has long ago sold his wife and daughters. He has also sold everything he owns. ...

But these were not the most shocking things after all. The shocking thing was that in many of those towns there were still rich men, rice-hoarders, wheat-hoarders, money-lenders, and landlords, with armed guards to defend them, while they profiteered¹ enormously. The shocking thing was that in the cities—where officials danced or played with sing-song girls²—there were grain and food ... but which could not be shipped to the starving. Why not? Because ... there were Kuomintang³ generals who would send no rolling stock⁴ westward—even to starving people—because they feared it would be seized by their rivals. ...

‘Why don’t they revolt?’ I asked myself. ‘Why don’t they march in a great army and attack the scoundrels who can tax them but cannot feed them, who can seize their lands but cannot repair an irrigation canal? Or why don’t they sweep into the great cities, and plunder the wealth of the rascals who buy their daughters and wives, the men who continue to gorge⁵ themselves on elaborate thirty-six-course banquets while honest men starve? Why not?’ ...

For a while I thought nothing would make a Chinese fight.

I was mistaken. The Chinese peasant is not passive; he is not a coward. He will fight when he is given a method, an organization, leadership, a workable programme, hope—and arms. The development of Communism in China has proved that. Against the above background, therefore, it should not surprise us to see Communism especially popular.

Source: Edgar Snow, *Red Star over China* (New York: Random House, 1938), 225–228.

¹**profiteered** – make excessive and unfair profits

²**sing-song girls** – courtesans

³**Kuomintang** – Guomindang

⁴**rolling stock** – railway trains

⁵**gorge** – eat greedily

Source 14

Extract from US Army General Joseph Stilwell's diary from 1944, giving his perspective on Jiang Jieshi.

Chiang Kai-shek¹ ... is bewildered by the spread of Communist influence. He can't see that the mass of Chinese people welcome the Reds as being the only visible hope of relief from crushing taxation, the abuses of the Army and Tai Li's Gestapo.² Under Chiang Kai-shek they now begin to see what they may expect. Greed, corruption, favoritism, more taxes, a ruined currency, terrible waste of life, callous disregard of all the rights of men.

Source: Joseph Stilwell, *The Stilwell Papers* (Beijing: Foreign Languages Press, 2009), 317.

¹**Chiang Kai-shek** – Jiang Jieshi

²**Tai Li's Gestapo** – 'Bureau of Investigation and Statistics', a secret police force led by Dai Li

Source 15

A historical interpretation, first published in 2015, of the *fanshen* (land reform) movement.

This was political revolution in the guise¹ of land reform. It was designed to utterly destroy the wealth and influence of prior elites. ... It recruited a new generation of party members and rural leaders, individuals who distinguished themselves as activists in land reform. These leaders owed their positions, and their allegiance,² to the new party-state.

Moreover, the process of land reform demonstrated the overwhelming power of the party to destroy its perceived opponents and remake society in a way that previously seemed unimaginable.

By granting land and the promise of relative prosperity to the vast majority of the rural population, it created support for the new regime. ... In short order, land expropriated from prosperous families was transferred to poor peasants, creating a remarkably equal distribution of land.

Source: Andrew Walder, *China Under Mao: A Revolution Derailed* (Cambridge: Harvard University Press, 2015), 46–47.

¹**guise** – outward appearance

²**allegiance** – loyalty and commitment

Source 16

A poster titled 'Prosperity Brought by the Dragon and the Phoenix', produced in 1959 to promote the Great Leap Forward.



Source: Jiang Mi, *Prosperity Brought by the Dragon and the Phoenix*, 1959, <https://chinese posters.net/gallery/e16-340>.

END OF SOURCES BOOK

