2007 Sample Exam

	STUDENT NUMBER								LETTER
Figures									
Words									

HISTORY: Revolutions
Written Examination

Reading time: 15 minutes
Writing time: 2 hours

QUESTION AND ANSWER BOOK

Structure of book

Section	*Number of questions*	*Number of questions to be answered*	*Number of marks*
A Part1	2	2	20
Part 2	1	1	20
B 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 25 pages.
- A script book is available from the supervisor if required.

Instructions
- Write your student number in the space provided above on this page, and on the front cover of any script book used.
- All written responses must be in English.

At the end of the examination
- If a script book is used, place it inside the front cover of this question and answer book.

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

HTAV
HISTORY TEACHERS' ASSOCIATION *of* VICTORIA

Disclaimer notice: The HTAV takes no responsibility should the examination paper students sit actually differ in layout or design to these sample papers. Nor does the HTAV claim, in any way, that the questions in these sample papers will be those the students actually answer. Please note the number of pages in the sample booklet may differ to the VCAA examination booklet.

SECTION A - Revolution One

Instructions for Section A
Answer all questions in Section A. You are required to use the same revolution for all questions in this section.

Part 1: Revolutionary ideas, leaders, movements and events

For each question in Part 1, indicate the option (a., b., c. or d.) you have chosen in the box provided.

Question 1
Choose **one** of the following.

a. Using three or four points, explain how British taxation of the American colonies contributed to the revolutionary situation by 1776. Provide evidence to support your answer.

OR

b. Using three or four points, explain how rising discontent in the Third Estate contributed to a revolutionary situation in France up to May 1789. Provide evidence to support your answer.

OR

c. Using three or four points, explain how rising discontent during World War I contributed to the development of a revolutionary situation in Russia between 1914 and 1917. Provide evidence to support your answer.

OR

d. Using three or four points, explain how the failure to effectively modernize China's political order led to the demise of the Qing dynasty by 1911.

☐ Either **a.**, **b.**, **c.** or **d.**

10 marks

Question 2
Choose **one** of the following.

a. Using three or four points, explain how Patrick Henry contributed to the development of the American Revolution by 1776. Provide evidence to support your answer.

OR

b. Using three or four points, explain how political unrest from May 1789 until August 1789 contributed to the development of the French Revolution. Provide evidence to support your answer.

OR

c. Using three or four points, explain how political unrest during the time of the Provisional Government contributed to the Russian Revolution of October 1917. Provide evidence to support your answer.

OR

d. Using three or four points, explain how popular perceptions of Mao Zedong and the Red Army contributed to the success of the Chinese Communist Party by 1949.

☐ Either **a.**, **b.**, **c.** or **d.**

10 marks

END OF PART 1
SECTION A - continued

Part 2: Creating a New Society

Question 3

Choose **one** of the following documents to analyse. Write on the same revolution you used to answer Questions 1 and 2.

America

From http://157.182.176.39/glamb/152CyberPDFfiles/152NewNation.PDF

G.J Lamb on the Articles of Confederation:

The war effort demanded a measure of central authority; the Second Continental Congress had organized a government under the Articles of Confederation for that purpose. Struggling to break free from a strong government, however, Americans were understandably reluctant to establish another strong government in its place. The notorious weakness of the Articles Government was probably intentional.

Once independence had been achieved, however, disturbing flaws began to appear. Shays' Rebellion in Massachusetts posed a threat to order; worthless paper money printed in Rhode Island clearly threatened property and the status of the wealthy. Threats like these could only be dealt with by a vigorous and competent central government. The Articles Government, moreover, had no authority to negotiate trade agreements; each of the new states was forced to negotiate on its own, with far less than satisfactory results. It was at a meeting in Annapolis called to deal with this latter problem that discussions soon focused on the need for a stronger central government.

a. Identify from the extract **two** 'flaws' or problems that emerged in the new society.

i. _____

ii. _____

2 marks

b. Identify from the extract **two** reasons Lamb gives for the weaknesses of the Articles of Confederation.

i. _____

ii. _____

2 marks

c. Using your own knowledge and the extract, explain the weaknesses of the Articles of Confederation that led to the need for a restructure of the new regime.

_____

_____

_____

_____

6 marks

d. Explain the strengths and limitations of this extract as evidence to explain the course of the Revolution from 1776 to 1789. In your response refer to different views of the Revolution.

10 marks

OR

France

From *Réimpression de l'ancien Moniteur,* 32 vols. (Paris: Imprimerie nationale, 1858Ð63), 17:580Ð83, 586, 591.

The Convention voted on 5 September 1793, to declare that 'Terror is the Order of the Day,'

Danton: ... 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 consummated. You must never fear movements that could tempt counterrevolutionaries in Paris, who would no doubt like to extinguish 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] is 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 remuneration 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...

a. Identify from the extract **two** claims as to why the Sans Culottes remain a revolutionary force.

i. _____

ii. _____

2 marks

b. Identify from the extract **two** problems that will be solved by paying people to attend section meetings.

i. _____

ii. _____

2 marks

c. Using your knowledge and the extract, identify what groups most likely supported the Terror and the reasons why they believed terror was in France's best interests.

_____

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_____

6 marks

d. Explain the strengths and limitations of this extract in explaining why terror became widespread in France in 1793. In your response refer to different views of the period.

10 marks

OR

Russia

From *New York Times Current History,* vol xiv, 1921, pp. 521-23

Speech by Lenin to the Tenth Party Congress, April 16 1921:

Three and a half years of continuous and unprecedented fighting are now behind us. It is time to balance our accounts, to confess frankly and openly that the international proletariat has practically not supported us at all and now we are being accused of wishing to return to the old capitalist state of affairs. But our accusers forget one thing – the bourgeois class does not exist any more in Russia. We have completely destroyed the Russian bourgeoisie. Only peasantry is in a position today to conduct and continue the struggle against the victorious proletariat, and I ask you: Do you want to fight the peasantry, a new war to the bitter end, or would you prefer peace by mutual agreement.

As far as I personally am concerned, I know only too well how badly organised are the Russian peasants, how little class consciousness they have. In such circumstances they do not represent a serious threat to the dictatorship of the proletariat. Therefore we must by all means strive to attain union with the peasants and meet them half way with their justifiable demands... We cannot go too far in our game with the bourgeoisie, which is impatiently awaiting our downfall, but the hopes of the world capitalists will not be realised. The Soviets today are powerful and strong enough both to admit their mistakes of the past and to overcome all new difficulties to save communism by paying the price of renunciation of certain theoretical precepts.

renunciation = abandonment

a. Identify from the extract what two 'frank and open' confessions the Party should make.

i. _____

ii. _____

2 marks

b. Identify from the extract two actions that the Soviets are in a position to undertake.

i. _____

ii. _____

2 marks

c. Using your own knowledge and the extract, explain why Lenin made this argument.

_____

_____

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_____

6 marks

d. Explain the strengths and limitations of this extract as evidence to explain the reasons behind the reforms proposed by Lenin. In your response refer to different views of the period 1918 – 1921.

10 marks

OR

China

From Wu Ningkun, *A Single Tear,* Hodder and Stoughton, London, 1993, pp. 51-52, 68.

A Chinese academic, Wu Ningkun, recalls the Hundred Flowers Campaign:

The Central committee enjoined party leaders at all levels to solicit criticism from people in every walk of life, especially from intellectuals and members of "democratic" parties. The critics were urged to "air their views without reserve" for the benefit of the party and its members...We all applauded the courageous decision taken by the party...The People's Daily and other newspapers in Beijing carried numerous articles by well-known intellectuals criticizing party officials and even the guidelines of the party itself...At meetings at universities and government departments many people poured out their hearts in hopes of helping the party and its members mend their ways...Freedom of speech was having its day; that day was short...The sagacious "Great Leader" let it be known at a later date that all this had been a premeditated plot to "coax a snake out of its lair," or to ensnare his critics into a trap...I fell into the trap...According to later government statistics, more than half a million people were labeled rightists. There were no figures for those who had been denounced but spared the label, nor of those who had been driven to insanity or suicide. The "hundred flowers" ended in a mass intellectual castration that was to plague the nation for decades to come, putting to shame the notorious emperor of the Han Dynasty who had unjustly punished only one dissident historian with physical castration. Meanwhile, activists who had performed meritorious service on the battlefield of class struggle against the rightists were rewarded with promotion and membership in the party. A generation of hypocrites and informers began to poison the moral life of the nation and paved the way for more political campaigns to come.

a. Identify from the extract, (i) which group were the primary focus of the Hundred Flowers Campaign and (ii) what was expected of them.

i. _____

ii. _____

2 marks

b. According to the extract, what were **two** outcomes of the Hundred Flowers Campaign?

i. _____

ii. _____

2 marks

c. Using your own knowledge and the extract, explain Mao Zedong's intentions in conducting the Hundred Flowers Campaign.

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6 marks

d. Explain the strengths and limitations of the extract as an assessment of the political nature of Mao's People's Republic of China in the years prior to the Cultural Revolution. In your response refer to different perspectives of the period.

10 marks

END OF SECTION A

SECTION B - Revolution Two

Instructions for Section B
Answer both questions. The revolution you choose for Section B must NOT be the same as the revolution you chose for Section A. Use this second revolution to answer both questions in this section.

Part 1: Revolutionary ideas, leaders, movements and events

Question 4
Choose **one** of the following sources to analyse.

America

America in Flames, engraver unknown, published in *Town and Country Magazine* in England, December 1774.

a. Identify **two** features in the representation that critique Britain's political leadership in the colonies.

i. _____

ii. _____

2 marks

b. Identify **two** features in the representation that represent the revolutionary actions of the colonists.

i. _____

ii. _____

2 marks

c. Using your knowledge, explain why this image would have been produced in 1774.

_____

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6 marks

d. Explain to what extent the representation presents a reliable view of the revolutionary situation in the colonies in 1774. In your response refer to different views of the revolution.

10 marks

OR

France

Cartoon of French People During Absolutism Period, 1789. © Bettmann/CORBIS

a. Identify two features in the representation that suggest criticism of the treatment of the Third Estate.

i. _____

ii. _____

2 marks

b. Identify two other features (not listed in response a above) in the representation that suggest revolutionary ideas.

i. _____

ii. _____

2 marks

c. Using your knowledge, explain why this image would have been produced before the revolution in France.

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6 marks

d. Explain to what extent the representation presents a reliable view of the role of the Third Estate in the period to August 1789. In your response refer to different views of the revolution to 1789.

10 marks

OR

Russia

The Tsar, the Priest and the Rich Man on the Shoulders of the Labouring People, coloured lithograph by A. Apsit, 1918.

a. Identify **two** figures in this representation that are oppressing the people.

i. _____

ii. _____

2 marks

b. Identify **two** features from this representation that illustrate the suffering of the people.

i. _____

ii. _____

2 marks

c. Using your knowledge, explain what the representation suggests led to the revolution of February 1917.

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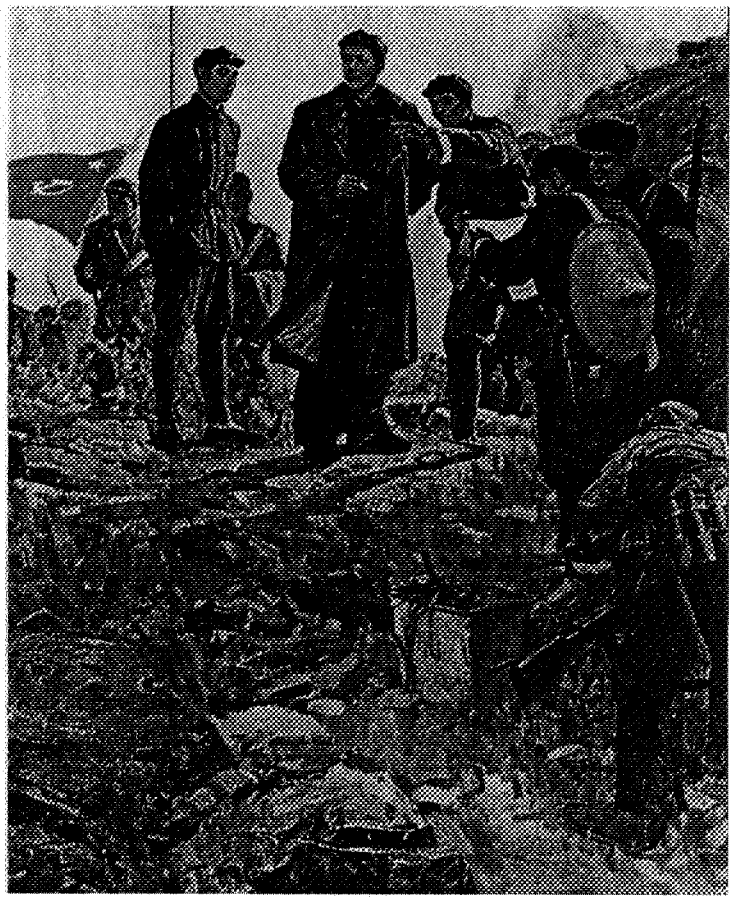
6 marks

d. Explain to what extent this representation presents a reliable view of the reasons for the outbreak of the revolution of February 1917. In your response refer to different views of the revolution of February 1917.

10 marks

OR

China



Chairman Mao during the Long March.

a. Identify **two** features of Mao Zedong's leadership features represented in this image.

i. _____

ii. _____

2 marks

b. Identify **two** revolutionary ideas expressed in this image.

i. _____

ii. _____

2 marks

c. Using your knowledge, explain the extent to which the Long March was a revolutionary victory for the Communists.

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6 marks

d. Explain the strengths and limitations of this representation in explaining the impact of the Long March upon the direction and leadership of the CCP. In your response refer to different perspectives of the period.

10 marks

END OF PART 1
SECTION B - continued

Part 2: Creating a New Society

Question 5
Choose **one** of the following discussion topics. Write on the same revolution you used to answer Question 4.

a. Discuss the extent to which the new society failed to live up to revolutionary expectations. Provide evidence to support your answer.

OR

b. Discuss the extent to which society really changed after the revolution. Provide evidence to support your answer.

OR

c. Discuss the extent to which the new order was concerned with survival rather than ideas. Provide evidence to support your answer.

☐ Either **a.**, **b.** or **c.**

20 marks

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.

END OF QUESTION AND ANSWER BOOK