

2008 Sample Exam

STUDENT NUMBER

LETTER

Figures

Words

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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	Part 1	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 32 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, and on the front cover of any script book used.
- All written responses must be in English.

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



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 will actually answer in the final examination. 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. America [1763-1776]

Using three or four points, explain how the Quartering Acts of 1765 and 1774 contributed to the development of revolution in America. Provide evidence to support your answer.

OR

b. France [1781-4 August 1789]

Using three or four points, explain how new political ideas about democratic involvement and representation in the affairs of the nation contributed to a revolutionary situation in France by June 1789. Provide evidence to support your answer.

OR

c. Russia [1905-October 1917]

Using three or four points, explain how the failure of the Dumas contributed to a revolutionary situation by February 1917. Provide evidence to support your answer.

OR

d. China [1898-1949]

Using three or four points, explain how political corruption amongst China's leaders led to calls for the overthrow of the established order. Provide evidence to support your answer.

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

10 marks

Question 2

Choose **one** of the following. Write on the same revolution as you did in Question 1.

a. America [1763-1776]

Using three or four points, explain how the Continental Congress of 1774-5 contributed to the development of revolution in America. Provide evidence to support your answer.

OR

b. France [1781-4 August 1789]

Using three or four points, explain how the King's responses to revolutionary ideas contributed to the further development of a revolutionary situation in France between 1788 and 1789. Provide evidence to support your answer.

OR

c. Russia [1905-October 1917]

Using three or four points, explain how the Kornilov Revolt contributed to the development of the Russian Revolution. Provide evidence to support your answer.

OR

d. China [1898-1949]

Using three or four points, explain how patriotic sentiment was used to radicalise the revolutionary movement in China up to 1949.

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

10 marks

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 [1776-1789]

Historian Scott Trask wrote of the Articles of Confederation:

The Articles were not characterized by chaos and increasingly bad economic times, as historians have tended to assume. Rather, the Articles proved themselves to be a perfectly viable structure for a free society, encouraging trade and prosperity and adherence to the highest ideals of 1776. The driving forces for the creation of the central government with the Constitution involved economic interests and debts left over from the war with Britain. These nationalists were able to exploit the situation sufficiently to secure a federal convention to be held in Philadelphia during the summer of 1787. Exceeding their instructions (which were only to draw up a few amendments) the delegates decided to throw out the Articles altogether and write a new national constitution which was subsequently ratified by the states (though not without considerable opposition and probably a national majority *opposed* to it). The Federalists, attached to protection of trade and nationalist economic theories, exploited both real and false fears in the hope of resolving these imbalances – but they ended up by recreating what the founding generation had struggled so hard to overthrow ten years earlier. The strong federal authority they created would in time reproduce every state-driven feature of the British imperial system—political corruption, perpetual debt, debilitating taxation, centralised power and a global empire. Such was not the promise of the Revolution.

Source: Scott Trask, 'Rethinking the Articles of Confederation' [adapted]
Article found at <http://mises.org/article.aspx?Id=1296>

a. Identify two characteristics of the Articles of Confederation as a political system, as noted by Trask.

- i. _____
- ii. _____

2 marks

b. Identify two outcomes of strong federal authority, according to Trask.

- i. _____
- ii. _____

2 marks

c. Using your own knowledge and the extract, explain why there was political instability in America between 1776 and 1787.

6 marks

d. What are the strengths and weaknesses of this source for understanding why the United States Constitution was written and ratified? What other perspectives exist?

10 marks

OR

France [5 August 1789-1795 Dissolution of the Convention]**Resistance to the new society: the rebellion in the Vendée region.**

The Convention responded to the [military] crisis by ordering a levy of 300,000 conscripts in March [1793]. In the west, it provoked massive armed rebellion and civil war known, like the region itself, as the Vendée. ... The Revolution brought the peasants of the Vendée no obvious benefits. Heavier state taxes were collected more [strictly] by local bourgeois who also monopolised new offices and municipal councils, and bought up the church lands in 1791. ... Priests in the west were hostile to the abolition of the tithe and the [imposing] of an urban, civic concept of priesthood. ... More than anything else, the conscription decree focused their hatreds, for the bourgeois officials who enforced it were [excused] from the ballot. The Vendée was not initially counter-revolutionary so much as anti-revolutionary: the Revolution, so welcomed at the outset, had brought nothing but trouble.

The [countryside of the Vendée] suited guerrilla-type ambushes, and [caused] a vicious cycle of killing and reprisals by both sides convinced of the treachery of the other. Ultimately, the Civil War was to claim perhaps as many as 200,000 lives on each side, as many as the external wars of 1793-1794. The bitterness of the fighting at a time of national military crisis encouraged sweeping repression ...

The civil war in the Vendée, military losses on the frontiers, and the increasingly desperate [arguments] of the Girondins pushed the Plain into supporting Jacobin proposals for emergency wartime measures. Between March and May 1793 the Convention placed executive powers in a Committee of Public Safety and policing powers in a Committee of General Security.

Source: Cited in Peter McPhee, *The French Revolution, 1789-1799* (Oxford: Oxford University Press, 2002) 111-116.

- a. Identify from the extract two reasons why peasants in the Vendée felt that the Revolution had brought them no benefits.

i. _____

ii. _____

2 marks

- b. Identify from the extract two reasons why priests in the Vendée felt that the Revolution had brought them no benefits.

i. _____

ii. _____

2 marks

- c. Using your own knowledge and the extract, explain why the new society was endangered and radicalised by a number of forms of resistance by 1793.

6 marks

- [illegible]

OR

Russia [November 1917 – 1924 Death of Lenin]**Reed on the attitudes toward communism in November 1917 [Julian calendar]**

[Reed was an American journalist who lived in Russia between 1917 and 1920.]

I suddenly realised that the devout Russian people no longer needed priests to pray them into heaven. On earth they were building a kingdom more bright than any heaven had to offer, and for which it was a glory to die...All through the villages a ferment of change was going on, caused not only by the electrifying action of the Land Decree, but also by thousands of revolutionary-minded peasant-soldiers returning from the front.

[Lenin speaking to the Second Congress of Soviets] ‘We, the Bolsheviks, are the party of the proletariat – of the peasant proletariat as well as the industrial proletariat. We, the Bolsheviks, are the protectors of the Soviets – of the Peasants’ Soviets as was those of the Workers’ and Soldiers.’ The present Government is a government of Soviets. The Soviets are the most perfect representatives of the people – of the workers in the factories and mines, of the workers in the fields. Anybody who attempts to destroy the Soviets is guilty of an anti-democratic and counter-revolutionary act.’

...The workers of Russia [will] open new horizons which history has never known...All workers’ movements in the past have been defeated. But the present movement is international, and that is why it is invincible. There is no force in the world which can put out the fire of the revolution! The old world crumbles down, the new world begins. A new humanity will be born of this war...We shall swear to workers of all lands to remain at our revolutionary post. If we are broken, then it will be in defending our flag.

...I express my firm conviction that the union of workers, soldiers and peasants, this fraternal union of all the workers and all the exploited, will consolidate the power conquered by them, that it will take all revolutionary measures to hasten the passing of the power into the hands of the working class in other countries and that it will assure in this manner the lasting accomplishment of a just peace and the victory of socialism.

Source: John Reed, *Ten Days that Shook the World* (Lawrence & Wishart, 1961), 218, 248, 261-2.

a. Identify from the extract two reasons why the villagers welcomed the new government.

- i. _____
- ii. _____

2 marks

b. Identify from the extract two reasons why the workers would benefit in the new society, according to Reed.

- i. _____
- ii. _____

2 marks

c. Using your own knowledge, summarise the Bolsheviks’ main reforms in their first year of government.

6 marks

d. Explain the strengths and limitations of this extract as evidence to explain the success of Lenin’s reforms from 1918-21. In your response, refer to different views of the reforms and actions of Lenin’s government.

10 marks

OR

- d. Explain the strengths and limitations of the extract in understanding why campaigns against ‘revisionists’ were carried out during the Cultural Revolution. In your response refer to different perspectives of the period.

[illegible]

10 marks

SECTION B – Revolution Two

Instructions for Section B

Answer both questions. The revolution you choose for Section B **must be different from** 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 [1763-1776]



1846 Lithograph of the Boston Tea Party.

- a. What action are the figures on the ships taking in this representation?

2 marks

- b. Identify two revolutionary symbols or actions in this representation.

i.

ii.

2 marks

- c. Using your knowledge, explain why this event occurred in 1773.

6 marks

- [illegible]

OR

France [1781-4 August 1789]

The writing above the two standing figures reads: “How well they understand each other (or get on with each other)”.

The words that appear on the boulder are:

‘Taille’ = an income tax

‘Impôts’ = general taxes

‘Corvée’ = the peasant’s obligation to do labour free of charge

a. Which groups in French society are represented by the two figures standing on top of the boulder?

i. _____

ii. _____

2 marks

b. Which group in French society is represented by the figure under the boulder, and what does the heavy boulder represent?

i. _____

ii. _____

2 marks

c. Using your own knowledge and the representation, explain how and why taxation became a key cause of the revolutionary events of 1787-1789, and describe what the revolutionaries had done to respond to this problem by 4-5 August 1789.

6 marks

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- 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.

OR

Russia [1905–October 1917]



Death stalks the barricades, produced in 1905.

- a.** Identify four specific features in the representation that suggest that the 1905 revolutionary movement was destructive.

- i. _____
- ii. _____
- iii. _____
- iv. _____

4 marks

- b.** Using your own knowledge, explain the main events and issues that arose in Russia between 1905 and 1907.

6 marks

-
- This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There are no vertical margin lines, and the paper is otherwise completely blank.

OR

China [1898-1949]



Mao talking to peasants at Yanan.

a. What aspects of this representation indicate that Mao was receptive to the concerns of China's peasantry?

i. _____

ii. _____

2 marks

b. What Maoist revolutionary ideas are expressed in this representation?

i. _____

ii. _____

2 marks

c. Using your knowledge, explain how Mao adapted Marxist revolutionary ideas to suit Chinese conditions.

6 marks

- d. Explain the strengths and limitations of this source in explaining the importance of Mao's ideas in bringing a Communist victory in the Chinese Revolution by 1949. In your response refer to different perspectives of the period.

This image shows a single 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 or other markings on the paper.

10 marks

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 ideals and values that started revolution were reflected in the new society. Provide evidence to support your answer.

OR

- b. Discuss the extent to which the new regime used coercion, violence and terror in response to crisis and obstacles. Provide evidence to support your answer.

OR

- c. Discuss the extent to which economic difficulties threatened the formation of the new society.

20 marks

Working space

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

[illegible]

[illegible]

[illegible]

Clearly number all responses in this space.

[illegible]

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.**