



INSIGHT

Trial Exam Paper

2005

HISTORY: Revolutions

Written examination

STUDENT NAME:

QUESTION AND ANSWER BOOK

Reading time: 15 minutes

Writing time: 2 hours

Structure of book

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>
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 the following items into the examination: pens, pencils, highlighters, erasers, sharpeners and rulers.
- Students are NOT permitted to bring sheets of paper or white out liquid/tape.
- Calculators are not permitted in this examination.

Materials provided

- The question and answer book of 24 pages.
- A script book is available upon request.

Instructions

- Write your **name** in the box provided.
- You must answer the questions in English.
- If a script book is used, place it inside the front cover of this exam book at the end of the examination.

Students are NOT permitted to bring mobile phones or any electronic devices into the examination.

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Part 2: Creating a new society

Question 3

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

America

Extract from J. F. Jameson, *The American Revolution Considered as a Social Movement*, Princeton University Press, New Jersey, 1926, p.9

The stream of revolution, once started, could not be confined within narrow banks, but spread abroad upon the land. Many economic desires, many social aspirations were set free by the political struggle, many aspects of colonial society profoundly altered by the forces thus set loose. The relations of social classes to one another, the institution of slavery, the system of land-holding, the course of business, the forms and spirit of the intellectual and religious life, all felt the transforming hand of revolution, all emerged from under it in shapes advanced many degrees nearer to those we know.

- a. According to Jameson, what was the consequence of 'the stream of revolution' starting?

2 marks

- b. According to Jameson, state two specific aspects of colonial society that were altered by the revolution.

2 marks

- c. How does Jameson use the revolution to compare colonial society and modern US society?

2 marks

- d. Using your broader knowledge, explain how the new regime consolidated the new society after 1776.

6 marks

- e. Using your broader understanding of historians' interpretations, to what extent were 'economic desires' and 'social aspirations' set free by the 'political struggle'?

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. There is no handwriting or other markings on the paper.

8 marks

OR

France

Extract from P. McPhee, *A Social History of France 1780–1880*, Routledge, London, 1993, p.52

On 2 September word reached Paris that the great fortress at Verdun, just 250 kilometres from the capital and the last major obstacle to invading armies, had fallen to the Prussians. The news generated an immediate, dramatic surge in popular fear and resolve. Convinced that ‘counter-revolutionaries’ (whether nobles, priests or common-law criminals) in prisons were waiting to break out and welcome the invaders, hastily-convened popular courts sentenced to death about 1,200 of the 2,700 prisoners brought before them. Among them were about 240 priests, the final proof for non-juring clergy that the Revolution had become godless and anarchic. Yet those who ‘tried’ the prisoners were plainly convinced of the necessity and justice of their actions ...

... before 10 August, the right-wing press had been publishing lists of who the Prussians would execute, coupled with lurid images of the Seine choked with Jacobins and streets red with the blood of *sans-culottes*. By the summer of 1792, the stakes being fought for in France and Western Europe were so high that both pre-emptive and *post facto* punishment seemed to both sides the only way to secure or overturn the Revolution.

- a. According to McPhee, what was the Parisian reaction to the news that their fortress at Verdun had fallen?

2 marks

- b. According to McPhee, why did non-juring priests come to believe that ‘the Revolution had become godless and anarchic’?

2 marks

- c. According to McPhee, what role did the ‘right-wing press’ play in causing the September Massacres?

2 marks

- d. Using your broader knowledge, assess the extent to which the revolution was threatened in 1792.

6 marks

- e. Using your broader understanding of historians' interpretations, account for the increasing importance of the *sans culottes* in the new society between 1790 and 1793.

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. There are approximately 20 lines visible. The paper appears to be a standard notebook page.

8 marks

OR

SECTION A – continued
TURN OVER

Russia

Extract from O. Figes, *A People's Tragedy – The Russian Revolution 1891–1924*, Pimlico, London, 1997, p.770

As Lenin saw it, the NEP was more than a temporary concession to the market in order to get the country back on its feet. It was a fundamental if rather ill-formulated effort to redefine the role of socialism in a backward peasant country where, largely as a result of his own party's *coup d'état* in 1917, the 'bourgeois revolution' had not been completed. Only 'in countries of developed capitalism' was it possible to make an 'immediate transition to socialism', Lenin had told the Tenth Party Congress. Soviet Russia was thus confronted with the task of 'building communism with bourgeois hands', of basing socialism on the market. Lenin of course remained full of doubts: at times he expressed fears that the regime would be drowned in a sea of petty peasant capitalism. But in the main he saw the market – regulated by the state and gradually socialized through co-operatives – as the only way to socialism.

- a. According to Figes, what did Lenin believe was the purpose of the NEP?

2 marks

- b. According to Figes, what was one of the main disadvantages of the Bolsheviks seizing power in the coup of 1917?

2 marks

- c. According to Figes, why was Lenin 'full of doubts' about the NEP?

2 marks

- d. Using your broader knowledge, explain the Bolsheviks' reasons for introducing the NEP in 1921.

6 marks

- e. Using your broader understanding of historians' interpretations, evaluate how effectively the Bolsheviks confronted economic challenges in their creation of a new society.

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8 marks

OR

China

Extract from M. Meisner, *Mao's China and After: A History of the People's Republic*, rev. edn., Transformation of Modern China series, Free Press, New York, 1986, p.309 in M. Morcombe and M. Fielding, *The Spirit of Change – China in Revolution*, McGraw-Hill, Sydney, 1999, p.233

Mao Tse-Tung's last revolutionary act was to turn into the greatest tragedy of his long revolutionary career, one with dire consequences for the Chinese people. In 1966 the seventy-two-year-old Mao staged his final revolutionary drama, stimulating a cataclysmic upheaval that he baptized 'the Great Proletarian Cultural Revolution'. It was his last desperate attempt to revive a revolution that he believed was dying. It was an attempt that failed, and it was a failure on a grand scale, dominating and distorting the social and political life of the People's Republic for more than a decade and tarnishing the historical image of Mao in the process. In launching the Cultural Revolution, Mao proclaimed principles and ideals he could not (or would not) sustain, and unleashed social and political forces he could not control, forces which were to exact a fearsome human and social toll. Before the drama had played itself out, it consumed, physically or spiritually, virtually all of its original promoters and supporters as well as many of its intended victims – along with a good number who would have preferred to stand on the sidelines of the battles that racked and nearly wrecked China during the last decade of the Maoist regime.

- a. According to Meisner, what was Mao's last revolutionary act?

2 marks

- b. According to Meisner, how successful was 'the Great Proletarian Cultural Revolution'?

2 marks

- c. According to Meisner, what was the 'fearsome human and social toll' of the Cultural Revolution?

2 marks

- d. Using your broader knowledge, why did Mao initiate 'the Great Proletarian Cultural Revolution'?

6 marks

- e. Using your broader understanding of historians' interpretations, assess the extent to which the Cultural Revolution contradicted the original goals of the Communist revolution.

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. There is no handwriting or other markings on the paper.

8 marks

- a. How are the British troops portrayed in this graphic?

2 marks

- b. How are the colonists portrayed in this graphic?

2 marks

- c. How does the graphic's title attempt to persuade the audience to a particular point of view?

2 marks

- d. Using your broader knowledge and understanding, how did the Boston Massacre contribute to the growing revolutionary sentiment in the colonies?

6 marks

SECTION B – continued
TURN OVER

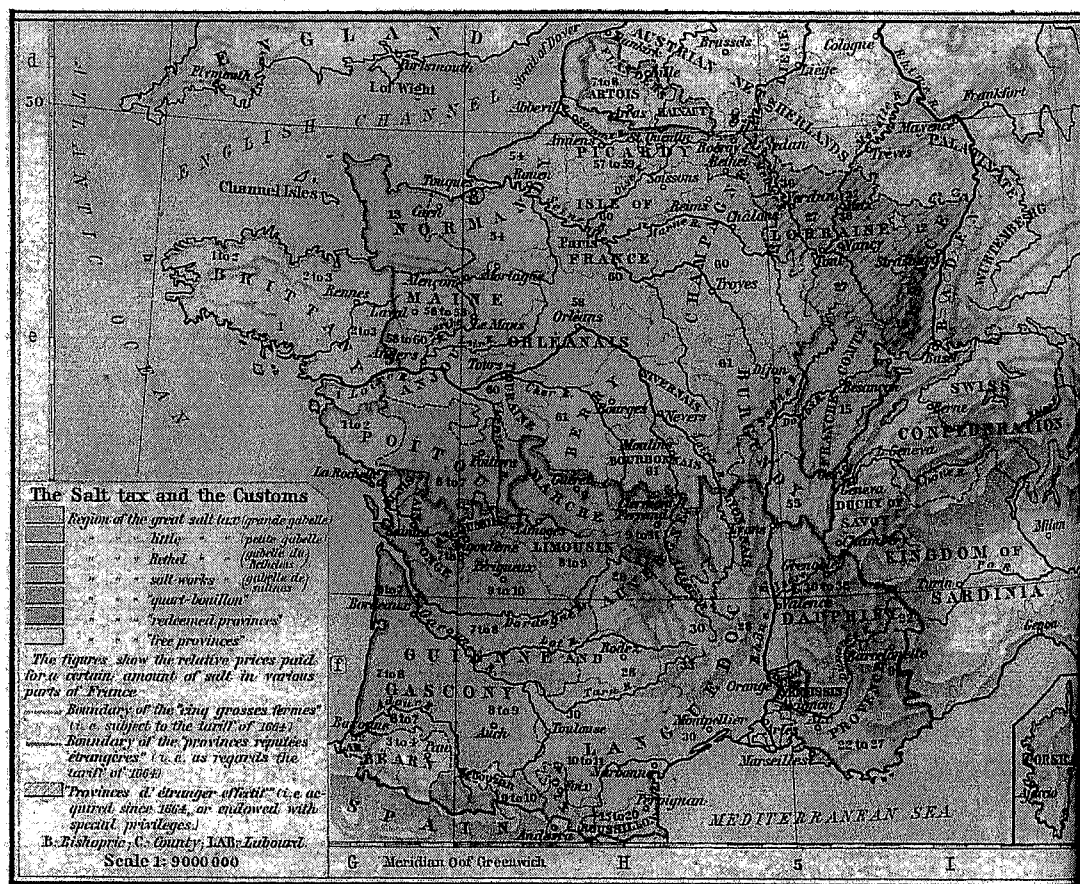
- e. Using your broader understanding, how did leadership within the colonies contribute to a desire for independence from Britain?

8 marks

OR

France

The Salt Tax, 1789 in W. R. Shepherd, *Historical Atlas*, New York, Henry Holt and Company, 1926,
http://www.lib.utexas.edu/maps/historical/shepherd/france_salt_tax_1789.jpg



a. What does this map tell you about the collection of the *gabelle* in old regime France?

2 marks

b. According to the map, which two provinces had France acquired since 1664?

2 marks

c. Identify two other taxes that were imposed in old regime France.

2 marks

SECTION B – continued
 TURN OVER

[illegible]

e. Using your broader understanding, to what extent does this map provide an adequate explanation for the outbreak of revolution in France in 1789?

[illegible]

OR

Russia

The Tsar, the Priest and the Rich Man on the Shoulders of the Labouring People, A. Apsit, 1918 in S. White, *The Bolshevik Poster*, Yale University Press, New Haven and London, 1990



- a. Identify two details that show the suffering of the 'Labouring People' in this graphic.

2 marks

- b. Identify two details that demonstrate the dominant characteristics of the ruling class.

2 marks

- c. What criticism of the old order is being made in this graphic?

2 marks

SECTION B – continued
TURN OVER

- d. Using your broader knowledge and understanding, how important was the Tsar's rule in causing the outbreak of revolutionary sentiment in Russia?

6 marks

- e. Using your broader knowledge and understanding, explain one **other** cause of the outbreak of revolutionary sentiment in Russia prior to, or during 1917.

8 marks

OR

China

Report given by Mao Tse-tung at a Party conference, 27 December 1935 from
<http://www.morningsun.org/living/longmarch/>

Speaking of the Long March, one may ask, 'What is its significance?'

We answer that the Long March is the first of its kind in the annals of history, that it is a manifesto, a propaganda force, a seeding-machine ...

The Long March is a manifesto. It has proclaimed to the world that the Red Army is an army of heroes, while the imperialists and their running dogs, Chiang Kai-shek and his like, are impotent. It has proclaimed their utter failure to encircle, pursue, obstruct and intercept us.

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 embodies?

The Long March is also a seeding-machine. In the eleven provinces it has sown many seeds which will sprout, leaf, blossom, and bear fruit, and will yield a harvest in the future.

a. How does Mao believe the Long March portrays the Communists?

2 marks

b. How does Mao believe the Long March portrays the Kuomintang?

2 marks

c. Explain Mao's assertion that the Long March is a 'seeding-machine'.

2 marks

d. To what extent did the Long March contribute to the success of Communism in China by 1949?

SECTION B – continued
TURN OVER

d. Using your broader knowledge, comment on the importance of Mao's leadership in the creation of revolutionary sentiment in China leading up to 1949.

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SECTION B – continued
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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, text, or other markings on the paper.

A script book is available from the supervisor if you need extra paper to complete your answer. Please ensure you write your **name** 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