

INSIGHT

Trial Exam Paper

2006

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 into the examination.
- Calculators are not permitted in this examination.

Materials provided

- The question and answer book of 25 pages.
- Script books are available from the supervisor if required.

Instructions

- Write your **name** in the box provided.
- You must answer the questions in English.

At the end of the examination

- If you used any script books, place them inside the front cover of the question and answer book.

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

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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. How did the Townshend Acts contribute to demands for revolutionary change in America by 1776?

OR

- b. How did the calling of the Estates-General contribute to demands for revolutionary change in France by May 1789?

OR

- c. How did war contribute to demands for revolutionary change in Russia by October 1917?

OR

- d. How did the Long March contribute to demands for revolutionary change in China by 1949?

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

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.

10 marks

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

- a. Explain the importance of the Sons of Liberty in the development of the American Revolution before 1776.

OR

- b. Explain the importance of the bourgeoisie in the development of the French Revolution between 1787 and July 1789.

OR

- c. Explain the importance of the Bolshevik Party in the development of the Russian Revolution between February 1917 and October 1917.

OR

- d. Explain the importance of Jiang Jieshi (Chiang Kai-shek) in the development of the Chinese Revolution.

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

10 marks

END OF PART 1
SECTION A – continued
TURN OVER

Part 2 – Creating a new society

Question 3

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

America

Hill on Shays' Rebellion

Reference: CP Hill, *History of the United States*, Edward Arnold Publishers, London, 1969, p34.

When the war was over the thirteen states found numerous difficulties in front of them. The end of the war brought its inevitable economic troubles. There was a certain amount of unemployment, notably in the northern states. The issue of paper currency during the war, notes which did not represent real wealth, made the situation worse. A peculiarly serious problem, one which crops up throughout American history, was that of debt. The farmers of the western regions of the states had borrowed heavily from the merchants of the eastern towns. After the war Britain closed the West Indian islands to American trade, and farmers could not sell their produce. Many of them were forced to sell their farms: others went to debtors' prisons. The position was worst in Massachusetts, and here in 1786 Shays' Rebellion broke out. Daniel Shays, an ex-officer, led mobs of farmers in attacks upon the courts, with the object of preventing judges from giving decisions in cases of debt. They refused to disperse when ordered to do so, and the movement turned into a rebellion which for a short time threatened Boston. Eventually the Massachusetts militia, armed with firearms, crushed the rebels, whose weapons were often pitchforks or clubs. This episode caused grave alarm among the richer inhabitants of the states, and made many men ready to welcome some stronger united government.

- a. State two general economic difficulties, identified by Hill, which emerged after the war.

i. _____

ii. _____

2 marks

- b. According to Hill, what were two of the problems that specifically affected farmers after the war?

i. _____

ii. _____

2 marks

c. State one specific aim and one specific consequence of Shays' Rebellion.

i. Aim: _____

ii. Consequence: _____

2 marks

d. Using your own knowledge and the extract, explain

i. why Shays' Rebellion occurred.

ii. why Hill believes Shays' Rebellion 'made men ready to welcome some stronger united government'.

3 + 3 = 6 marks

- e. Explain the usefulness of this extract in understanding the nature of the challenges faced by the new society between 1783 and 1789.

8 marks

OR

France

Rudé on the consequences of war

Reference: George Rudé, *The French Revolution*, Grove Press, New York, 1988, p73.

[H]ad France remained at peace with the rest of Europe, it is possible that ... the Revolution might have stopped its course or, at least, not been carried far beyond the settlement of 1791. But war broke out in April 1792 and, by the violence of its impact, immeasurably sharpened all existing tensions ... Inevitably, war gave fresh encouragement to those wishing to destroy the Revolution from within and without, and provoked in turn exceptional measures against counter-revolution, aristocracy and 'fanaticism'. It exposed the duplicity and treachery of the Court and brought about the downfall of the monarchy. It led to inflation and rising food prices, and hence to vigorous resistance and agitation by the urban sans-culottes. Through inflation, treachery, defeat and social disturbance, it compelled the Assembly, contrary to its own cherished principles, to set up a strong 'revolutionary' government, to institute the Terror, to control prices and to mobilise the nation for war.

a. Identify two consequences of war highlighted by Rudé.

i. _____

ii. _____

2 marks

b. Identify two repercussions of the war for the monarchy that are highlighted by Rudé.

i. _____

ii. _____

2 marks

c. Identify two measures, according to Rudé, undertaken by the Assembly that were contrary to its original principles.

i. _____

ii. _____

2 marks

- d. Using your own knowledge and the extract, explain

- i. why war broke out in France in April 1792.

- ii. why, according to Rudé, the war ‘sharpened all existing tensions’.

3 + 3 = 6 marks

- e. Explain the usefulness of this extract in understanding the threat of counter-revolution and the measures adopted by the government between 1792 and 1794.

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8 marks

OR

Russia

The CPSU on the Russian civil war

Reference: Commission of the Central Committee of the CPSU (B), eds, *History of the Communist Party of the Soviet Union (Bolsheviks), Short Course*, International Publishers, 1939. Republished by David J Romagnolo, www.marx2mao.com, 1998, pp244–5.

How then is it to be explained that the Red Army, although suffering from such grave shortcomings, was able to defeat the army of the interventionists and Whiteguards which did not suffer from such shortcomings?

1. The Red Army was victorious because the Soviet Government's policy for which the Red Army was fighting was a right policy, one that corresponded to the interests of the people, and because the people understood and realised that it was the right policy, their own policy, and supported it unreservedly.

The Bolsheviks knew that an army that fights for a wrong policy, for a policy that is not supported by the people, cannot win. The army of the interventionists and Whiteguards was such an army. It had everything: experienced commanders and first-class arms, ammunition, equipment and provisions. It lacked only one thing – the support and sympathy of the peoples of Russia; for the peoples of Russia could not and would not support the policy of the interventionists and Whiteguard 'rulers' because it was a policy hostile to the people. And so the interventionist and Whiteguard army was defeated.

2. The Red Army was victorious because it was absolutely loyal and faithful to its people, for which reason the people loved and supported it and looked upon it as their own army ...

- a. Name two groups the CPSU identifies as Bolshevik opponents during the civil war.

i. _____

ii. _____

2 marks

- b. According to the CPSU, state two advantages the opposing forces had during the civil war.

i. _____

ii. _____

2 marks

- c. State two reasons the CPSU believes the Red Army was victorious in the civil war.

i. _____

ii. _____

2 marks

- d. Using your own knowledge and the extract, explain

- i. why civil war broke out in 1918.

- ii. why the CPSU claims Soviet policy was ‘one that corresponded to the interests of the people’.

3 + 3 = 6 marks

- e. Explain the usefulness of this extract in understanding the extent of popular support for the Red Army and the Bolshevik Party between 1918 and 1920.

[illegible]

8 marks

OR

China

Chang and Halliday on the Hundred Flowers Campaign

Reference: Jung Chang and Jon Halliday, *Mao: The Unknown Story*, Jonathan Cape, London, 2005, p435.

On 27 February 1957, Mao delivered a four-hour speech to the rubber-stamp Supreme Council announcing that he was inviting criticisms of the Communist Party. The Party, he said, needed to be accountable and 'under supervision'. He sounded reasonable, criticising Stalin for his 'excessive' purges, and giving the impression there were going to be no more of these in China. In this context, he cited an adage, 'Let a hundred flowers bloom'.

Few guessed that Mao was setting a trap, and that he was inviting people to speak out so that he could then use what they had said as an excuse to victimise them. Mao's targets were intellectuals and the educated, the people most likely to speak up. After taking power, Mao's policy had been to give them a generally better standard of living than the average. Those who were well-known or 'useful' were given special privileges. But Mao had put them through the grinder several times, not least with 'thought reform', which he himself described as brainwashing: 'Some foreigners say our thought reform is brainwashing. I think that's right, it is exactly brainwashing.' In fact, even the fearsome term 'brainwashing' does not conjure up the mental anguish of the process, which bent and twisted people's minds. Now Mao was planning to persecute the educated en masse.

- a. Identify two aspects of Mao's speech to the Supreme Council on 27 February 1957 that Chang and Halliday believe 'sounded reasonable'.

i. _____

ii. _____

2 marks

- b. Identify the two groups Chang and Halliday believe Mao was targeting with the Hundred Flowers Campaign.

i. _____

ii. _____

2 marks

- c. State two ways Chang and Halliday claim the intellectuals were advantaged after Mao took power.

i. _____

ii. _____

2 marks

- d. Using your own knowledge and the extract, explain

- i. what prompted Mao to initiate the Hundred Flowers Campaign.

- ii. why Chang and Halliday are critical of Mao's 'thought reform'.

3 + 3 = 6 marks

- e. Explain the usefulness of this extract in understanding the impact of the Hundred Flowers Campaign.

[illegible]

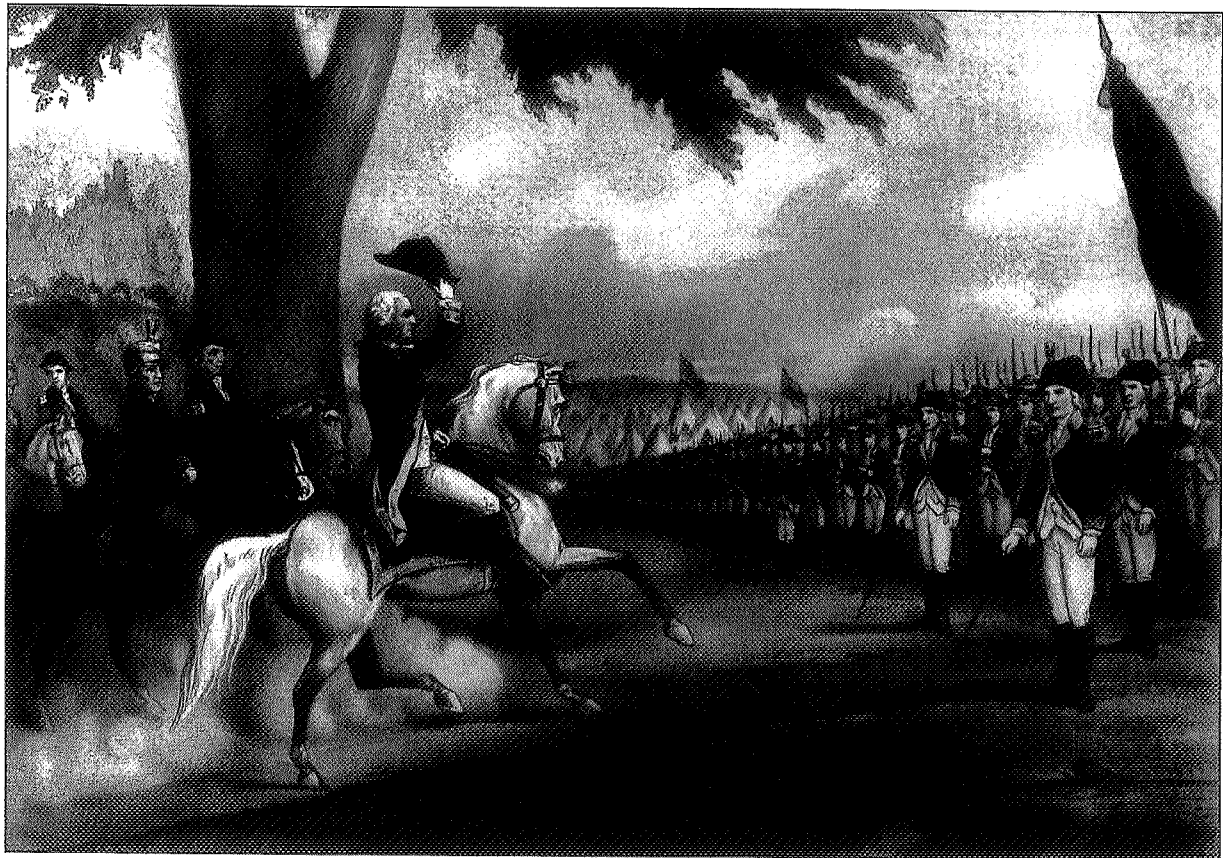
8 marks

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 4 and 5 in this section.

Part 1 – Revolutionary ideas, leaders, movements and events**Question 4**

Choose one of the following revolutions.

America

‘Washington Taking Command of the American Army, at Cambridge, Massachusetts July 3rd 1775’, copy of lithograph by Currier and Ives, 1876.

- a. Identify two details that portray George Washington as a strong leader in this representation.

i. _____

ii. _____

2 marks

- b. Citing two specific details, how does this representation portray the Colonial Army?

i. _____

ii. _____

2 marks

- c. Name two revolutionary ideas that are shown in this representation.

i. _____

ii. _____

2 marks

- d. Using your own knowledge, evaluate this representation's view of the War of Independence.

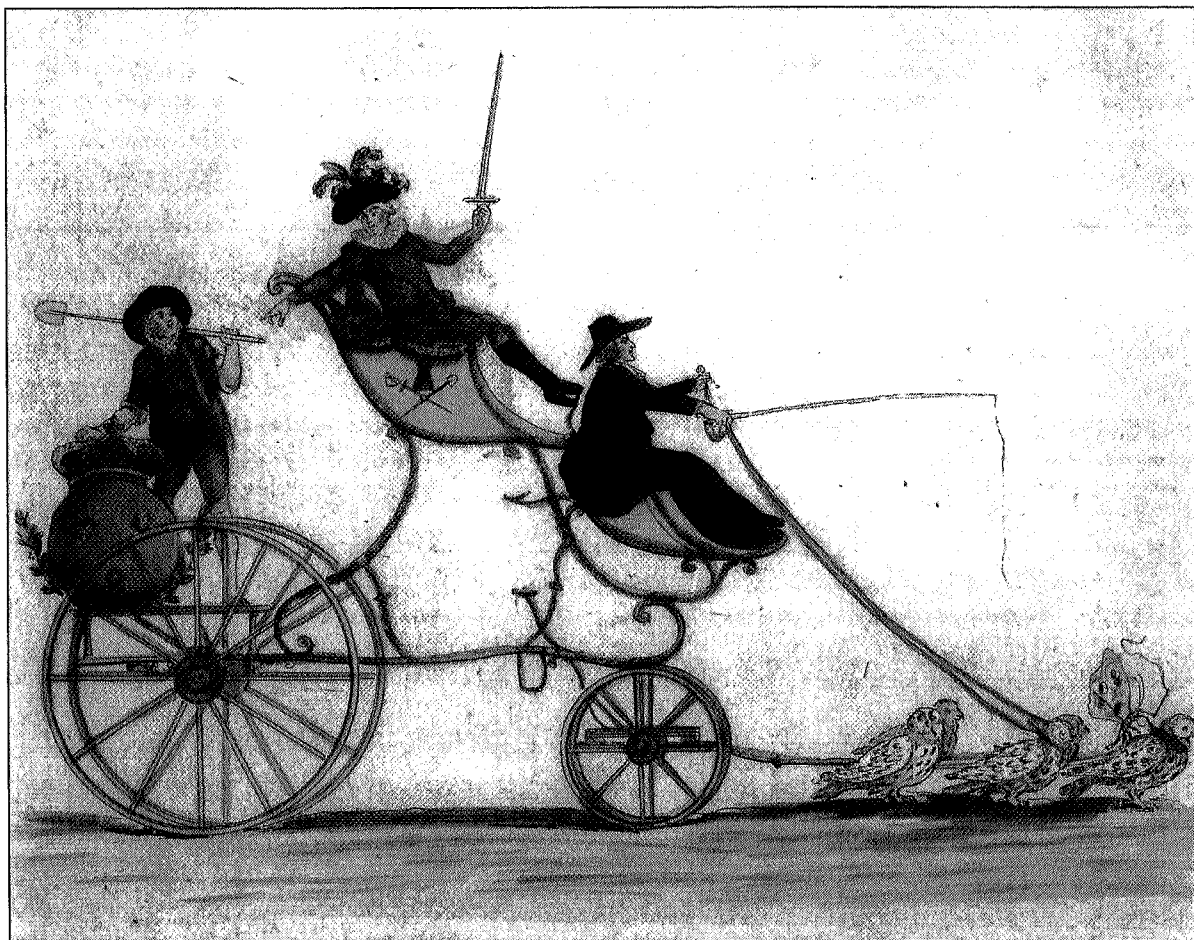
6 marks

- e. To what extent is this representation useful in understanding George Washington's role in the American Revolution up to 1776?

8 marks

OR

France



'Departure of the Three Orders for Versailles', Anon, 1789-99. Cornell University Library.

- a. Name two details that depict the Second Estate in this representation.

1. _____

2. _____

2 marks

- b. Name two details that depict the Third Estate in this representation.

1. _____

2. _____

2 marks

- c. Name two criticisms that are made of the *ancien régime* in this representation.

1. _____

2. _____

2 marks

- d. Using your own knowledge, explain why the Estates-General was called.

6 marks

- e. To what extent is this representation useful in understanding the social problems that existed in the *ancien régime*?

8 marks

OR

SECTION B – PART 1 – continued
TURN OVER

Russia



'Peasants and Workers – Unite Against the Priests and Barons', propaganda poster by Aleksandr Apsit, 1920. Museum of the Revolution, Moscow, Russia.

- a. State two details that are used to symbolise the workers in this representation.

1. _____

2. _____

2 marks

- b. State two details that are used to symbolise the peasants in this representation.

1. _____

2. _____

2 marks

- c. Name two revolutionary ideas that are shown in this representation.

1. _____

2. _____

2 marks

- d. Using your own knowledge, explain how the Bolshevik Party appealed to the workers and the peasants within Russian society.

6 marks

- e. To what extent is this representation useful in understanding the basis of Bolshevik support between 1914 and 1917?

8 marks

OR

China



'European powers slice the Chinese cake', cartoon by H Meyer from French magazine *Le Petit Journal*, 1898. Mary Evans Picture Library.

- a. Identify two seated figures depicted in this representation.

i. _____

ii. _____

2 marks

- b. Name two details in this representation that suggest how the Chinese people perceived foreign involvement.

i. _____

ii. _____

2 marks

- c. Name two details in this representation that suggest foreign indifference towards the Chinese people.

i. _____

ii. _____

2 marks

- d. Using your own knowledge, what does this representation suggest about foreign influence in China prior to 1911?

6 marks

- e. To what extent is this representation useful in understanding the reasons for revolution in China in 1911?

8 marks

END OF PART 1
SECTION B – continued
TURN OVER

Part 2 – Creating a new society**Question 5**

Choose **one** of the following and write an extended response in the space provided. Write on the **same revolution** you used to answer Question 4.

- a. Discuss the extent to which crises forced the new regime to compromise. Provide evidence to support your answer.

OR

- b. Discuss the extent to which life improved in the new society. Provide evidence to support your view.

OR

- c. Discuss the extent to which the new regime solved problems of political leadership. Provide evidence to support your answer.

20 marks

Working space

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