

INSIGHT

Trial Exam Paper

2008

HISTORY: Revolutions

Written examination

Sample responses

This book presents:

- high-level sample responses
- tips on approaching all parts of the examination
- alternative responses.

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General note

- The responses modelled here are not definitive ones. Obviously, there will be correct alternative responses. Teachers should be prepared to go through alternatives with their classes in the post-mortem discussion of their students' responses.

Note on the transliteration of Chinese names

- Pinyin is the preferred convention for the transliteration of Chinese names. In keeping with this, all Chinese names are spelt using the Pinyin spelling throughout.
- Here are some commonly used terms using both the Pinyin and Wade-Giles conventions for transliteration from Chinese:

Pinyin	Wade-Giles
Mao Zedong	Mao Tse-tung
Jiang Jieshi	Chiang Kai-shek
Sun Yixian	Sun Yat-sen
Guomindang (GMD)	Kuomintang (KMT)

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.

How to approach this part

- Choose **one** revolution to write on in your responses to Questions 1 and 2 in Section A.
- Avoid traditional introductions – make your first sentence your first main point.
- Try and make 3–4 main points and use 3–4 relevant pieces of evidence or detail.
- Try and keep to the space given – you should be able to answer each question satisfactorily in the lines given. If your answer ends up requiring more space you should avoid writing in the margin or cramming two lines into one. Instead you should use a script book and clearly label your responses.

Question 1

a. America (1763–1776)

Using three or four main points, explain how Benjamin Franklin contributed to the revolutionary situation by 1776. Give evidence to support your answer.

Sample response

Benjamin Franklin was vital to the development of the American Revolution, acting as a major representative for the colonies in Britain and calling for greater unity. After losing his seat in the Pennsylvania Assembly in 1764, he was dispatched to Britain to help initiate the establishment of a nonhereditary-style government in Pennsylvania. He would stay on, providing representation for the colony as well as Massachusetts, New Jersey and Georgia, opposing all major revenue-raising acts on the basis that it was ‘taxation without representation’. In 1773 he would use his powerful rhetoric in the publication of the satirical essay ‘Rules By Which A Great Empire May Be Reduced To A Small One’, highlighting the inevitability of revolution. He would then become a colonial hero after sending private letters of Governor Hutchinson to the patriot leader Sam Adams, exposing Hutchinson's desire to reduce the rights of the colonists. As a result he was forced to leave Britain, however, upon returning he was unanimously elected to the Second Continental Congress (1775–6). Finally at the Congress he would help pen the Declaration of Independence (1776), stressing the need for unity and reinforcing his Albany Plan (1754) concept of ‘Join, or Die’, stating that the colonies must all ‘hang together’.

b. France (1781–1789)

Using three or four main points, explain how Lafayette contributed to a revolutionary situation in France before August 1789. Give evidence to support your answer.

Sample response

Part of Lafayette's contribution to the revolution evolved from his noble status, as he widened the revolution to a broader demographic, representing liberally minded nobles committed to reform. Furthermore, upon his return from America in 1785, Lafayette brought with him liberal ideas from the American War of Independence. These ideals, such as liberty, which he claimed to cherish 'with the passion of a lover' enthused his French crowds, as they were more relevant and modern than those of the Enlightenment, and encouraged revolution in France, similar to that in America. In his role as commander of the National Guard, however, Lafayette moderated the aggressive popular movement rather than encouraging it. In this way, Lafayette sought to consolidate the revolution and mediate the increasing radicalisation. The National Guard, created as a response to the disorder of July 1789, while still supporting the revolution and protecting it from nobles, also discouraged violence, particularly against property. By protecting the interests of many movements including those that were liberal, patriotic, military and property-based, Lafayette maximised both his relationship with the public and his influence on the course of the revolution.

c. Russia (1905–1917)

Using three or four main points, explain how Kerensky contributed to the revolutionary situation in Russia between February and October 1917. Give evidence to support your answer.

Sample response

With the onset of the February Revolution, Kerensky, along with eleven other members of the fourth Duma, took the lead in the political aspect of the revolution by refusing to dissolve the fourth Duma and forming the Provisional Committee on 27 February 1917. As War Minister, Kerensky launched the June Offensive, also known as the Kerensky Offensive, on the Austro-Hungarian Empire in a vain attempt to unite the failing Russian army in a patriotic fervour. The July Days, partially caused by the failure of the June Offensive, were crushed within three days due to Kerensky's leadership. Despite Kerensky's success in July, his decisions during and after the Kornilov affair ensured the downfall of the Provisional Government. Kerensky's decision to release and arm the Bolsheviks in order to defend Petrograd allowed the Bolsheviks to reinvent their image from traitors to patriots. Furthermore Kerensky's orders to close down prominent Bolsheviks' journals, such as Pravda, and arrest leading Bolshevik members finalised the coup d'état in October. It forced Bolsheviks who had previously thought they were not prepared for the revolution to concur with Lenin's idea of an immediate seizure of power. In this way Kerensky significantly contributed to the Russian Revolution of October 1917.

d. China (1898–1949)

Using three or four main points, explain how the Guomindang contributed to a revolutionary situation in China before 1949. Give evidence to support your answer.

Sample response

By 1949 Jiang Jieshi's (Chiang Kai-Shek) nationalist government had lost popular support; their failure to provide adequate reform, coupled with their policy of 'saving China' from Japanese invasion 'by a winding path' rather than actively opposing them lost the GMD support. Jiang's preoccupation with Communist eradication took precedence over defending Manchuria from Japanese invasion in 1931; he failed to realise and harness the swell of patriotic feeling in both the urban and rural populations. Though reform in urban areas had made some positive progress under the GMD, little was done for their rural counterpart. By 1934 Jiang's 'New Life Movement' saw peasants paying up to 50 per cent of their income in tax. Discontent with the lack of agricultural reforms and the lack of action on Japanese invasion, coupled with inflation (due to continued attacks on the Communists), grew into popular revolutionary sentiment by the late 1940s. The Guomindang lost their urban support base while the Communists gained it for their anti-Japanese stance, and in the peasant populations for their land reforms.

10 marks

Mark allocation

- | | |
|-------------------|---|
| 9–10 marks | Demonstrates a sophisticated understanding of the question and uses appropriate historical terms and concepts. Applies evidence in a sophisticated manner to support arguments and conclusions. Demonstrates detailed knowledge of the commencement and ongoing development of the revolution. Demonstrates detailed knowledge of the key events, factors, individuals and/or groups influencing the revolution. Provides a sophisticated analysis of the revolutionary struggle. |
| 6–8 marks | Demonstrates a sound understanding of the question and uses appropriate historical terms and concepts. Applies well developed evidence to support arguments and conclusions. Demonstrates knowledge of the commencement and ongoing development of the revolution. Demonstrates knowledge of the key events, factors, individuals and/or groups influencing the revolution. Provides some analysis of the revolutionary struggle. |
| 3–5 marks | Demonstrates some understanding of the question and sometimes uses appropriate historical terms and concepts. Applies some evidence to support arguments and conclusions. Demonstrates some knowledge of the commencement and ongoing development of the revolution. Demonstrates some knowledge of the key events, factors, individuals and/or groups influencing the revolution. Provides limited analysis of the revolutionary struggle. |
| 0–2 marks | Demonstrates limited or no understanding of the question and rarely uses appropriate historical terms and concepts. Applies little or no evidence to support arguments and conclusions. Demonstrates little or no knowledge of the commencement and ongoing development of the revolution. Demonstrates little or no knowledge of the key events, factors, individuals and/or groups influencing the revolution. Provides no analysis of the revolutionary struggle. |

Tips

- *These questions are assessing your knowledge, so it is important that you include as many details and as much evidence as possible – although you shouldn't include historians' quotes.*
- *It may also be a good idea to signpost the points that you are making, e.g. 'firstly', 'secondly' and so on.*

Question 2

Choose **one** of the following questions. Write on the **same** revolution that you wrote on in Question 1.

a. America (1763–1776)

Using three or four main points, explain how failure to reform contributed to a revolutionary situation in America between 1763 and 1776. Give evidence to support your answer.

Sample response

Britain's unwillingness to reform its colonial policies proved crucial in fuelling the tensions and hostilities that would eventually lead to revolution. The American colonies had been established and existed under Britain's mercantilism policy. The Acts of Trade and Navigation and Writs of Assistance were designed to ensure that the mother country remained the primary beneficiary of the colonies. In response to the Sugar Act (1764) and the Stamp Act (1765), James Otis developed John Locke's theory of 'Natural Law' attacking the mercantilism policy in his pamphlet 'The Rights of the British Colonies Asserted and Proved' (1764). Patrick Henry in Virginia also called for change in his Virginia Resolves which, with the Stamp Act Riots (1765), were a culmination of the growing desire for 'actual representation'. Despite this, Westminster responded with the Declaratory Act (1766), which failed to address the basic causes of tension whilst attempting to maintain Britain's absolute rule. The Townshend Act (1767) provoked non-importation agreements but tensions increased considerably when the Tea Act (1773) was passed without consent from the colonies. In response, the newly formed Committees of Correspondence organised the Boston Tea Party (1773). Britain's response again ignored the basic Enlightenment ideals of the colonists, with the Coercive Acts (1774) further limiting the colonists' ability to self-govern. A shadow government in the form of the Continental Congress (1774) was established to further the revolutionary cause, with Britain's rejection of the Olive Branch Petition (1775) at the Second Congress (1775–6) being perhaps the final opportunity for reform. Instead Thomas Paine declared it was 'time to part', as the desire for representation and democratic reform became more important than ties with the 'mother country'.

b. France (1781–1789)

Using three or four main points, explain how failure to reform contributed to the revolutionary situation in France between 1781 and July 1789. Give evidence to support your answer.

Sample response

The *compte rendu*, a misleading public statement of royal finances, concealing France's dire financial situation from creditors and implying a ten million *livre* surplus, demonstrates the impact failure to reform had on the rising revolutionary situation. It restricted much needed economic reform, as the need for additional taxes was not apparent to the general population. Additionally, when in 1786 an attempt at reform was made by Calonne, who endeavoured to replace the *vingtième* and *capitation* with a single tax, payable by members of all estates, the King, rather than using his absolute authority to pass the reform, called upon the Assembly of Notables, who rejected it. The inability of the *ancien régime* to reform France's financial system in both these cases resulted in workers carrying most of the nation's tax burden, and inevitably led to increased awareness of class inequality within the Third Estate – as demonstrated in Abbé Sieyès' 'What is the Third Estate?' – which was only to be resolved by revolution. Another example of failure to reform was the failure of the King to accept the National Assembly, instead appearing to have the intention of forcibly dissolving them by mobilising 30,000 troops around Paris and Versailles by July 11. In conjunction with the dismissal of Necker, this sparked general unrest in Paris, as citizens took up arms and stormed the Bastille, an event referred to by George Lefebvre as the 'popular revolution'.

c. Russia (1905–1917)

Using three or four main points, explain how failure to reform contributed to a revolutionary situation in Russia between 1905 and 1914. Give evidence to support your answer.

Sample response

The Tsar and his autocratic government's inability to pass reforms to address key social and political grievances led to widespread resentment and discontent among the 'dark masses' during 1905–1914. Following the emancipation of serfs in 1861, the peasants' grievances primarily centred on their land mortgages. In this agrarian society where peasants constituted up to 82 per cent of the population, the land issue became a chief concern which needed to be immediately resolved. Despite Stolypin's attempts to pass reforms such as the 'wager on the strong' policy to address the land issue, the government's failure to enforce the policy for the 20 years needed for the policy to produce results ensured the land issue could not be adequately dealt with. Subsequently, failure to reform amplified the resentment the peasants already harboured. Moreover, failure to reform social inequalities subjected the peasants and proletariat to hardship while the minority, consisting of the bourgeoisie, were able to lead an ostentatious life. This left the majority of the population in a state of dissatisfaction. Additionally, the Tsar's failure to legislate political reforms catalysed the revolutionary sentiment. The liberal reforms gained through the October Manifesto in 1905 were nullified by the legislation of the Fundamental Laws in April 1906. The Fundamental Laws ensured the concessions made by the Tsar to appease the radical crowds in 1905 didn't limit the Tsar's authority. Hence it rendered the Duma – a significant reform in the October Manifesto – impotent, and created an environment of discontent.

d. China (1898–1949)

Using three or four main points, explain how failure to reform contributed to a revolutionary situation in China between 1898 and 1949. Give evidence to support your answer.

Sample response

Failure to reform Chinese society in both 1898 during Manchu rule and later in the 1920s during nationalist rule saw both governing bodies fall to popular revolutionary sentiment. Both governments failed to unite China; Empress Dowager Cixi's intervention in Emperor Guangxu's Hundred Days' Reform sent a clear message to reformists that the change needed to modernise China could only come through revolution. Her failure to recognise China's vulnerability to the dominant foreign nations in 1898 undermined her government, leading to the failure of the Boxer Rebellion and the humiliating Boxer Protocol (1901). Her attempts at reform in 1905 were 'too little too late' creating alternative sources of power (such as the provisional assemblies) that gave public voice to the popular discontent with the Qing dynasty while the education reforms gave access to revolutionary understanding and sentiment. In the Nationalists' case reform was limited to the urban areas and the peasant population was ignored and alienated from national rule. Jiang's failure to acknowledge the needs of the peasant population, coupled with the policy of saving China from the Japanese invasion 'by a winding path', created discontent and disillusionment which developed into revolutionary sentiment as the pursued communists rose in support.

10 marks

Mark allocation

9–10 marks	Demonstrates a sophisticated understanding of the question and uses appropriate historical terms and concepts. Applies evidence in a sophisticated manner to support arguments and conclusions. Demonstrates detailed knowledge of the commencement and ongoing development of the revolution. Demonstrates detailed knowledge of the key events, factors, individuals and/or groups influencing the revolution. Provides a sophisticated analysis of the revolutionary struggle.
6–8 marks	Demonstrates a sound understanding of the question and uses appropriate historical terms and concepts. Applies well developed evidence to support arguments and conclusions. Demonstrates knowledge of the commencement and ongoing development of the revolution. Demonstrates knowledge of the key events, factors, individuals and/or groups influencing the revolution. Provides some analysis of the revolutionary struggle.
3–5 marks	Demonstrates some understanding of the question and sometimes uses appropriate historical terms and concepts. Applies some evidence to support arguments and conclusions. Demonstrates some knowledge of the commencement and ongoing development of the revolution. Demonstrates some knowledge of the key events, factors, individuals and/or groups influencing the revolution. Provides limited analysis of the revolutionary struggle.
0–2 marks	Demonstrates limited or no understanding of the question and rarely uses appropriate historical terms and concepts. Applies little or no evidence to support arguments and conclusions. Demonstrates little or no knowledge of the commencement and ongoing development of the revolution. Demonstrates little or no knowledge of the key events, factors, individuals and/or groups influencing the revolution. Provides no analysis of the revolutionary struggle.

Part 2 – Creating a new society

Mark allocations for part c. and d.

These questions are globally marked. The following mark allocations give you an idea of how to achieve full marks.

Mark allocation for part c.

6 marks	Demonstrates a sophisticated understanding of the question and uses appropriate historical terms and concepts. Applies evidence in a sophisticated manner to support arguments and conclusions. Demonstrates detailed knowledge of the commencement, ongoing development and/or consolidation of the revolution. Demonstrates detailed knowledge of the key events, factors, individuals and/or groups influencing the revolution and its consolidation.
4–5 marks	Demonstrates a sound understanding of the question and uses appropriate historical terms and concepts. Applies evidence to support arguments and conclusions. Demonstrates knowledge of the commencement, ongoing development and/or consolidation of the revolution. Demonstrates knowledge of the key events, factors, individuals and/or groups influencing the revolution and its consolidation.
2–3 marks	Demonstrates some understanding of the question and sometimes uses appropriate use of historical terms and concepts. Applies some evidence to support arguments and conclusions. Demonstrates some knowledge of the commencement, ongoing development and/or consolidation of the revolution. Demonstrates some knowledge of the key events, factors, individuals and/or groups influencing the revolution and its consolidation.
0–1 marks	Demonstrates limited or no understanding of the question and rarely appropriate use of historical terms and concepts. Applies little or no evidence to support arguments and conclusions. Demonstrates little or no knowledge of the commencement, ongoing development and/or consolidation of the revolution. Demonstrates little or no knowledge of the key events, factors, individuals and/or groups influencing the revolution and its consolidation.

Mark allocation for part d.

9–10 marks	Demonstrates a sophisticated understanding of the question and uses appropriate historical terms and concepts. Applies evidence in a sophisticated manner to support arguments and conclusions. Demonstrates detailed knowledge of the commencement, ongoing development and/or consolidation of the revolution. Demonstrates detailed knowledge of the key events, factors, individuals and/or groups influencing the revolution and its consolidation. Provides a sophisticated analysis of the revolutionary struggle and the creation of a new society.
6–8 marks	Demonstrates a sound understanding of the question and uses appropriate historical terms and concepts. Applies evidence to support arguments and conclusions. Demonstrates knowledge of the commencement, ongoing development and/or consolidation of the revolution. Demonstrates knowledge of the key events, factors, individuals and/or groups influencing the revolution and its consolidation. Provides a sound analysis of the revolutionary struggle and the creation of a new society.
3–5 marks	Demonstrates some understanding of the question and sometimes uses appropriate historical terms and concepts. Applies some evidence to support arguments and conclusions. Demonstrates some knowledge of the commencement, ongoing development and/or consolidation of the revolution. Demonstrates some knowledge of the key events, factors, individuals and/or groups influencing the revolution and its consolidation. Provides some analysis of the revolutionary struggle and the creation of a new society.
0–2 marks	Demonstrates limited or no understanding of the question and rarely uses appropriate historical terms and concepts. Applies little or no evidence to support arguments and conclusions. Demonstrates little or no knowledge of the commencement, ongoing development and/or consolidation of the revolution. Demonstrates little or no knowledge of the key events, factors, individuals and/or groups influencing the revolution and its consolidation. Provides no analysis of the revolutionary struggle and the creation of a new society.

Question 3

Choose **one** of the following questions. Write on the **same** revolution that you wrote on in Questions 1 and 2.

America (1763–1776)

Reference: Wood, G.S. 2003, *The American Revolution: A History*, Weidenfeld & Nicholson, London, p.75.

‘British disadvantages were immense and perhaps overwhelming – even at the beginning when their opportunities to put down the rebellion were greatest. Great Britain had to carry on the war three thousand miles across the Atlantic, with consequent problems of communications and logistics; even supplying the army with food became a problem. At the same time, Britain had to wage a different kind of war from any the country had ever fought in the eighteenth century. A well trained army might have been able to conquer the American forces, but, as one French officer observed at the end, America itself was unconquerable. The great breadth of territory and the wild nature of the terrain made conventional manoeuvrings and operations difficult and cumbersome. The fragmented and local character of authority in America inhibited decisive action by the British. There was no nerve centre anywhere whose capture would destroy the rebellion. The British generals came to see that engaging Washington’s army in battle ought to be their main objective; but, said the British commander in chief, they did not know how to do it, “as the enemy moves with so much more celerity [speed] than we possibly can.”’

- a.** Identify from the extract **two** circumstances Wood identifies as ‘British disadvantages’ in the War of Independence.

Sample response

- i.** Great Britain had to carry on the war from three thousand miles across the Atlantic making supplies difficult.
- ii.** Britain had to wage a kind of war that no country had fought in the eighteenth century and which was distinctively different in nature from any experienced by the British army.

2 marks

Mark allocation

- 1 mark for each circumstance identified.

Tip

- *This is a basic comprehension question, so the answer should be easily identifiable in the source material. You should be able to use your reading time to read the source and mentally answer the question.*

- b.** Identify from the extract **two** American advantages in the War of Independence.

Sample response

- i.** There was no nerve centre anywhere where capture would result in destruction of the rebellion.
- ii.** The fragmented and local character of authority in America inhibited decisive action by the British.

2 marks

Mark allocation

- 1 mark for each advantage identified.

Tip

- *This is also a basic comprehension question, so the answer should be easily identifiable in the source material. You should be able to use your reading time to read the source and mentally answer the question.*

- c. Using your own knowledge and the extract, explain the outcomes of the War of Independence.

Sample response

The War of Independence (1775–1783) would result in a victory for the newly formed United States and was a key step in the establishment of American self-government. The extract emphasises the difficulty of fighting a war ‘three thousand miles across the Atlantic’ against a scattered opponent. This resulted in General Cornwallis and the British army being forced to surrender at Yorktown in 1781, marking the end of the British war effort. The states thus became united under the Articles of Confederation (1781), which attempted to preserve the freedoms gained by the war, creating a ‘loose union’ that gave coercive powers such as the ability to tax, raise an army and run a currency to the states. However, as a result the massive war debt was unable to be recouped by the Confederation Government, forcing states to attempt to solve the crises independently. Rhode Island printed its own money, creating hyper-inflation, whilst Boston, under the leadership of Sam Adams and John Hancock, introduced extremely high taxes. Shays’ Rebellion occurred as unpaid servicemen faced debtors’ courts and the counter-revolution developed. To secure the revolution the Philadelphia Convention (1787) was called, as the society established as a result of the American War of Independence was on the brink of collapse.

6 marks

Mark allocation

- See page 10.

Tip

- *This question asks you to draw on your broader knowledge of the topic. It is a good idea to prepare notes on several topics when studying your chosen revolutions, to help you with questions such as these. To prepare for this question, identify the main themes of each revolution and make sure that you can write a detailed response based on these themes.*

- d.** Explain the strengths and weaknesses of this extract as evidence to explain the American victory in the War of Independence. In your response refer to different views of the War of Independence.

Sample response

The extract is partially useful in understanding the American victory in the War of Independence (1775–83) as it focuses on the overwhelming advantages enjoyed by the Continental Army. The strength of Wood’s document lies in his ability to demonstrate the critical disadvantage that the distance between Europe and the American Continent presented for Britain. Supply lines across the Atlantic were impossible to maintain and the vastness of the continent made it ‘unconquerable’. As well as this he alludes to the fact that with Washington’s army lacking a nerve centre and able to move quickly, defeat was inevitable for the ‘redcoats’. Despite this, the extract’s weaknesses include the fact that it ignores the decisive role of leaders in the war, failing to recognise the understanding of many patriot historians, including Boorstin, that Washington’s leadership and Thomas Paine’s ‘The American Crisis’ were vital to America winning the war. Furthermore the document does not give insight into historian Bicheno’s argument that Britain had gained a significant advantage as more Americans stayed loyal to the Crown than rebelled. Finally Wood does not mention how ‘misconduct’ by the ‘redcoats’ throughout the continent was crucial to helping promote the rebel movement and the success of the Continental Army.

10 marks

Mark allocation

- See page 11.

Tips

- *It is essential that you include an analysis of historiography in this question, and this includes being able to use short quotes. At the very least you should be able to identify different ways that different people could interpret the same event. Discuss the role of bias if relevant.*
- *You should also discuss the strengths and limitations of sources, as this is a key component of the question.*

OR

France (1781–1789)

Reference: Darnton, R 1996, 'What was revolutionary about the French Revolution?', in P. Jones (ed.), *The French Revolution in Social & Political Perspective*, Arnold Publishers, London, p.26.

'The Terror was terrible...Historians have succeeded in explaining much of it (not all, not the hideous last month of the "Great Terror" when the killing increased while the threat of invasion receded) as a response to the extraordinary circumstances of 1793 and 1794: the invading armies about to overwhelm Paris; the counterrevolutionaries, some imaginary, many real, plotting to overthrow the government from within; the price of bread soaring out of control and driving the Parisian populace wild with hunger and despair; the civil war in the Vendée; the municipal rebellions in Lyons, Marseilles, and Bordeaux; and the factionalism within the National Convention, which threatened to paralyse every attempt to master the situation.'

- a. Identify from the extract **two** circumstances Darnton regards as 'extraordinary' in 1793 and 1794.

Sample response

- i. Darnton describes the counter-revolutionary movements such as the Vendée rising and Federalist movements as extraordinary.
- ii. He also describes the inflation in bread prices, which posed a serious threat to the government, as extraordinary.

2 marks

Mark allocation

- 1 mark for each circumstance identified.

Tip

- *This is a basic comprehension question, so the answer should be easily identifiable in the source material. You should be able to use your reading time to read the source and mentally answer the question.*

- b. Identify from the extract how Darnton claims the Parisian populace responded to soaring bread prices.

Sample response

- i. Darnton claims the Parisian populace responded to soaring bread prices with untamed violence.
- ii. He also claims they responded with wild behaviour.

2 marks

Mark allocation

- 1 mark for each response identified.

Tip

- *This is also a basic comprehension question, so the answer should be easily identifiable in the source material. You should be able to use your reading time to read the source and mentally answer the question.*

- c. Using your own knowledge and the extract, explain one of the emergencies facing the new regime during 1793 and 1794.

Sample response

Civil War in the Vendée resulting from the Civil Constitution of the Clergy in November 1790, the decree for a levy of 300,000 men and increased taxation led to open revolt which threatened the Convention's authority. However, the Vendée uprising never was a serious threat to the revolution, largely due to the lack of co-ordination in the uprising. The Vendée rebellion was guerrilla warfare which required 30,000 troops to crush the revolt. Ultimately, the significance of the Vendée uprising primarily lies in the fact that it furthered the suspicion and paranoia which had gripped France and, in conjunction with the Federalist revolts, posed a challenge to the Convention's authority.

6 marks

Mark allocation

- See page 10.

Tip

- *This question asks you to draw on your broader knowledge of the topic. It is a good idea to prepare notes on several topics when studying your chosen revolutions, to help you with questions such as these. To prepare for this question, identify the main themes of each revolution and make sure that you can write a detailed response based on these themes.*

- d.** Explain the strengths and weaknesses of this extract as evidence to explain the period of Terror in France. In your response refer to different views about the period of Terror.

Sample response

The extract provides a relatively adequate explanation as to the causes of the implementation of the Terror. It justifiably mentions that the cumulative threat posed by the myriad of crises such as the civil war, foreign war and economic crisis was the primary cause of the legislation of the principles of Terror. However, the extract fails to account for the profound impact the Terror had on the course of the revolution and also the tyranny initiated by the various institutions of the machinery of Terror, particularly Robespierre and the Committee of Public Safety. The principle objective of the Terror as observed by McPhee ‘was to strike ‘Terror’ into the hearts of the counter-revolutionaries’, therefore reinforcing the Convention’s authority, as much as being a response to the various crises. The Terror, however, also had other intentions such as to root out the capitalists, who had benefited as a result of the revolution. It was, as Schama noted, ‘a war on capitalism’, attacking the capitalists as well as the counter-revolutionaries. Schama therefore suggests the Terror was imposed due to motives other than merely to crush the opposition, as the extract claims. Ultimately the extract provides a one-dimensional view on the Terror as it only accounts for the crisis which forced the Convention to implement the Terror but fails to explain the other motives for the enforcement of the Terror or the impact it had on the course of the revolution.

10 marks

Mark allocation

- See page 11.

Tips

- *It is essential that you include an analysis of historiography in this question, and this includes being able to use short quotes. At the very least you should be able to identify different ways that different people could interpret the same event. Discuss the role of bias if relevant.*
- *You should also discuss the strengths and limitations of sources, as this is a key component of the question.*

OR

Russia (1905–1917)

Reference: Pipes R 1997, *The Russian Revolution 1899–1919*, Harvill Press, London, p.672

‘The notion that War Communism was ‘dictated’ by circumstances, however, does violence to the historical record, as shown by the etymology of the term. The earliest official use of ‘War Communism’ dates to the spring of 1921 – that is, to the time when the policies so labelled were being abandoned in favour of the more liberal New Economic Policy. It was then that the Communist authorities, in order to justify their sudden turnabout, sought to blame the disasters of the immediate past on circumstances beyond their control. Thus, Lenin in April 1921 wrote: “‘War Communism’ was imposed by war and ruin. It was not and could not be a policy that corresponded to the economic tasks of the proletariat. It was a temporary measure.” But this was hindsight. While some of its measures were indeed taken to meet emergencies, War Communism as a whole was not a ‘temporary measure’ but an ambitious and, as it turned out, premature attempt to introduce full-blown communism.’

- a.** Identify from the extract **two** reasons Lenin gave in April 1921 for the introduction of War Communism.

Sample response

- i. war
- ii. ruin

2 marks

Mark allocation

- 1 mark for each reason identified.

Tip

- *This is a basic comprehension question, so the answer should be easily identifiable in the source material. You should be able to use your reading time to read the source and mentally answer the question.*

- b.** Identify from the extract **two** reasons Pipes gives for Lenin’s introduction of War Communism.

Sample response

- i. to meet emergencies
- ii. a premature attempt to introduce full-blown communism

2 marks

Mark allocation

- 1 mark for each reason identified.

Tip

- *This is also a basic comprehension question, so the answer should be easily identifiable in the source material. You should be able to use your reading time to read the source and mentally answer the question.*

- c. Using your own knowledge and the extract, explain the emergencies faced by the Bolsheviks between 1918 and 1921.

Sample response

Between the period of 1918 and 1921, the Bolshevik party faced many emergencies, one of these being famine. By March 1918, the bread ration of Petrograd had reached just 50g per person per day, and threatening to intensify the famine was the prospect of Russia losing its largest source of grain, the Ukraine, in the Treaty of Brest-Litovsk. This left the cities starving, and saw Petrograd's workforce decrease by a third, from three million to two million, as families left in search of food. This, in conjunction with other crises, such as the nation's inefficient transport system and previous effects of World War I, greatly decreased industry productivity and by 1920, industrial output had slumped to 30 per cent of its 1913 level. Another crisis faced by the Bolsheviks was the outbreak of civil war in 1918. Support for the Bolsheviks was not widespread and although the Red Army reached a peak of five million men, these soldiers were conscripted under threat of execution. Opposition came from many areas, including the bourgeoisie, ex-Tsarist supporters, foreign interventionists and southern states such as Georgia, who fought for independence. In an effort to improve their standings in the war, the Bolsheviks began requisitioning grain and this, in conjunction with the brutality shown by the Cheka, who by 1920 had executed between 100,000 and 500,000 people, only added to the party's unpopularity and the opposition to it. At the low point in the civil war, the party maintained control of only one-fifth of the old Russian Empire.

6 marks

Mark allocation

- See page 10.

Tip

- *This question asks you to draw on your broader knowledge of the topic. It is a good idea to prepare notes on several topics when studying your chosen revolutions, to help you with questions such as these. To prepare for this question, identify the main themes of each revolution and make sure that you can write a detailed response based on these themes.*

- d.** Explain the strengths and weaknesses of this extract as evidence to explain Bolshevik economic policy between 1918 and 1921. In your response refer to different views about Bolshevik economic policy.

Sample response

Although Pipes offers some reliable views on the Bolshevik New Economic Policy between 1918 and 1921, and justifiably mentions that some aspects of War Communism resemble features of ‘full-blown communism’, as well as conceding that some measures taken in War Communism were indeed to meet emergencies, he omits some vital points. Unlike Pipes, the CPSU claims that War Communism was a temporary policy introduced to combat the civil war, stating that once the civil war was over, ‘There was no longer any reason for maintaining the rigid regime of War Communism – the product of war and blockade’. Indeed, War Communism was replaced with the New Economic Policy, a more relaxed policy that abolished the requisitioning of grain and central control, after the end of the civil war in March 1921. This suggests that War Communism was, contrary to Pipes’ thoughts, a temporary measure implemented to deal with the demands of war. With a differing perspective, Smith believes that War Communism was not, as Pipes believes, ‘an attempt to introduce full-blown communism’, but rather a realistic way for the Bolsheviks to maintain their rule and suppress opposition. He proposed that Bolshevik policy was ‘frequently the outcome of improvisation and pragmatism, as much as of the hallowed tenets of ideology’. This suggests that War Communism was in reality just a pragmatic measure with no hidden agenda, other than the party’s maintaining power.

10 marks

Mark allocation

- See page 11.

Tips

- *It is essential that you include an analysis of historiography in this question, and this includes being able to use short quotes. At the very least you should be able to identify different ways that different people could interpret the same event. Discuss the role of bias if relevant.*
- *You should also discuss the strengths and limitations of sources, as this is a key component of the question.*

OR

China (1898–1949)

Reference: Lynch M 1998, *The People's Republic of China since 1949*, Hodder and Stoughton, London, p.39.

'An obvious question arises. Why was Mao Zedong willing to plunge into renewed turmoil a nation which had only just emerged from decades of foreign occupation, civil war and famine? At its simplest, the answer is that the Cultural Revolution was to be the means by which Mao would reassert his authority over China and the CCP. He had two principal objectives: to preserve himself in power for the rest of his life and to ensure that his concept of revolution would continue after his death. Mao believed that the revolution was in danger of being betrayed from within; he was convinced that many in the upper echelons of the CCP were infected by 'neo-capitalism' and a desire for personal power that robbed them of their revolutionary purpose.'

- a.** Identify from the extract **two** principal objectives Lynch claims influenced Mao to reassert his authority over China.

Sample response

- i. to reinstate and 'preserve' his personal political power
- ii. by doing so, 'ensure' that his vision of the revolution was guaranteed to be remembered and followed after his death

2 marks

Mark allocation

- 1 mark for each objective identified.

Tip

- *This is a basic comprehension question, so the answer should be easily identifiable in the source material. You should be able to use your reading time to read the source and mentally answer the question.*

- b.** Identify from the extract **two** reasons Lynch claims Mao considered the revolution to be in danger from within.

Sample response

- i. Corruption amongst the 'upper echelons' of the party administration saw the loss of true revolutionary sentiment in favour of 'personal power'.
- ii. Allowing capitalist values to infiltrate the party apparatus 'infected' the revolution.

2 marks

Mark allocation

- 1 mark for each reason identified.

Tip

- *This is also a basic comprehension question, so the answer should be easily identifiable in the source material. You should be able to use your reading time to read the source and mentally answer the question.*

- c. Using your own knowledge and the extract, explain what Lynch calls Mao's 'concept of revolution'.

Sample response

Mao's 'concept of revolution' was based on his belief that it was possible for a capitalist superstructure to emerge in a socialist state if the party apparatus was allowed to 'stagnate', allowing capitalist ideals to replace socialist ones if the communists did not remain vigilant and implement his ideal of 'continuous revolution'. This belief was an adaptation of Marxist ideology which argues that social systems are determined by the 'base' of a state. Mao saw the corrupt and unequal society developing in the USSR around the 1960s as proof that regardless of the 'base' of a state (communist or capitalist) its social institutions (of politics, culture and values) could develop independently. Mao's belief in 'mass movements', his advocating of 'struggle sessions', 'self-criticism' and the rectification campaigns during the Yenan period are all examples of his 'concept of (continuous) revolution' being implemented at the local and individual level.

6 marks

Mark allocation

- See page 10.

Tip

- *This question asks you to draw on your broader knowledge of the topic. It is a good idea to prepare notes on several topics when studying your chosen revolutions, to help you with questions such as these. To prepare for this question, identify the main themes of each revolution and make sure that you can write a detailed response based on these themes.*

- d.** Explain the strengths and weaknesses of this extract as evidence to explain the Cultural Revolution in China. In your response refer to different views about the Cultural Revolution.

Sample response

Lynch's extract highlights the reasons Mao had for the Cultural Revolution as being both an ideological push and a political power play. As Maurice Meisner argues, Mao had the perception of himself as 'a man of destiny' who would 'lead his followers to the completion of their revolutionary mission'; having created the revolution, Mao believed he was the only one capable of leading China through it. Rather than a push for personal gain at the expense of order, as Jon Halliday and Jung Chang claim, it was Mao's fear of true revolutionary sentiments being lost that convinced him of the need to usurp the stagnating neo-capitalists. However, the extract fails to detail the means Mao employed to ensure his vision of socialist China; Percy Cradock argues that the revolution was, in this sense, 'an immense disaster'. The revolutionary fervour brought about by the 'cult of Mao' and the 'Little Red Book' that resulted in the formation of Red Guards led to a society of 'chaos' that 'brutalised intellectuals' and 'disrupted education'. The costs of the revolution in its results of an undermined and ineffective government, failing economy and 'lost' generations of youth estranged from their society are omitted.

10 marks

Mark allocation

- See page 11.

Tips

- *It is essential that you include an analysis of historiography in this question, and this includes being able to use short quotes. At the very least you should be able to identify different ways that different people could interpret the same event. Discuss the role of bias if relevant.*
- *You should also discuss the strengths and limitations of sources, as this is a key component of the question.*

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

Mark allocations for part c. and d.

These questions are globally marked. The following mark allocations give you an idea of how to achieve full marks.

Mark allocation for part c.

- | | |
|------------------|--|
| 6 marks | Demonstrates a sophisticated understanding of the question and uses appropriate historical terms and concepts. Applies evidence in a sophisticated manner to support arguments and conclusions. Demonstrates detailed knowledge of the commencement, ongoing development and/or consolidation of the revolution. Demonstrates detailed knowledge of the key events, factors, individuals and/or groups influencing the revolution and its consolidation. |
| 4–5 marks | Demonstrates a sound understanding of the question and uses appropriate historical terms and concepts. Applies evidence to support arguments and conclusions. Demonstrates knowledge of the commencement, ongoing development and/or consolidation of the revolution. Demonstrates knowledge of the key events, factors, individuals and/or groups influencing the revolution and its consolidation. |
| 2–3 marks | Demonstrates some understanding of the question and sometimes uses appropriate use of historical terms and concepts. Applies some evidence to support arguments and conclusions. Demonstrates some knowledge of the commencement, ongoing development and/or consolidation of the revolution. Demonstrates some knowledge of the key events, factors, individuals and/or groups influencing the revolution and its consolidation. |
| 0–1 marks | Demonstrates limited or no understanding of the question and rarely appropriate use of historical terms and concepts. Applies little or no evidence to support arguments and conclusions. Demonstrates little or no knowledge of the commencement, ongoing development and/or consolidation of the revolution. Demonstrates little or no knowledge of the key events, factors, individuals and/or groups influencing the revolution and its consolidation. |

Mark allocation for part d.

9–10 marks	Demonstrates a sophisticated understanding of the question and uses appropriate historical terms and concepts. Applies evidence in a sophisticated manner to support arguments and conclusions. Demonstrates detailed knowledge of the commencement, ongoing development and/or consolidation of the revolution. Demonstrates detailed knowledge of the key events, factors, individuals and/or groups influencing the revolution and its consolidation. Provides a sophisticated analysis of the revolutionary struggle and the creation of a new society.
6–8 marks	Demonstrates a sound understanding of the question and uses appropriate historical terms and concepts. Applies evidence to support arguments and conclusions. Demonstrates knowledge of the commencement, ongoing development and/or consolidation of the revolution. Demonstrates knowledge of the key events, factors, individuals and/or groups influencing the revolution and its consolidation. Provides a sound analysis of the revolutionary struggle and the creation of a new society.
3–5 marks	Demonstrates some understanding of the question and sometimes uses appropriate historical terms and concepts. Applies some evidence to support arguments and conclusions. Demonstrates some knowledge of the commencement, ongoing development and/or consolidation of the revolution. Demonstrates some knowledge of the key events, factors, individuals and/or groups influencing the revolution and its consolidation. Provides some analysis of the revolutionary struggle and the creation of a new society.
0–2 marks	Demonstrates limited or no understanding of the question and rarely uses appropriate historical terms and concepts. Applies little or no evidence to support arguments and conclusions. Demonstrates little or no knowledge of the commencement, ongoing development and/or consolidation of the revolution. Demonstrates little or no knowledge of the key events, factors, individuals and/or groups influencing the revolution and its consolidation. Provides no analysis of the revolutionary struggle and the creation of a new society.

Question 4

Choose **one** of the following.

America (1763–1776)



Engraving shows citizens in Boston in August 1764 burning proclamations from England pertaining to the Stamp Act which would be passed in 1765.

Created/ Published: 1784.

- | |
|---|
| <p>a. Identify two revolutionary actions depicted in this representation.</p> |
|---|

Sample response

- i. the burning of proclamations from England
- ii. the formation of a local militia

2 marks

Mark allocation

- 1 mark for each revolutionary action identified.

Tip

- As in **Question 3a.**, the answer for this question comes directly from the source material. Use your reading time to study the source and mentally answer the question.

- b.** Identify two features of the colonists which indicate their opposition to the British proclamations.

Sample response

- i.** the swords held by many of the protesters
- ii.** the celebration of the colonists as the English proclamations burn

2 marks

Mark allocation

- 1 mark for each feature identified.

Tip

- *This is another question that can be answered with reference to the source material. If you study the material carefully, this question should be easy marks!*

- c.** Using your knowledge and the representation, explain the consequences of the Stamp Act.

Sample response

The Stamp Act (tabled 1764, enforced 1765) prompted the first inter-colonial protest to Britain's taxation, led to the establishment of the Sons of Liberty and forced Westminster to reconsider its approach to the colonies. When news of the act reached the American continent, patriot leaders began the process of using the theory of Natural Law to help swing public opinion against the Crown. Patrick Henry's Virginia Resolves (1765), The Stamp Act Congress (1765) and James Otis' 'The Rights of the British Colonies Asserted and Proved' (1764) were instrumental in agitating the colonials. The Stamp Act riots (1765), as depicted in the representation, were a culmination of the growing discontent. The Sons of Liberty were formed to help carry out the riots and would become a vital body of action for New England protest. Finally British parliament reluctantly repealed the act, however, they ignored the basic desire of colonists to self-govern, passing the Declaratory Act (1766), which simply ensured future crises would be achieved.

6 marks

Mark allocation

- See page 24.

Tip

- *As in **Question 3c.**, you can prepare for this question by preparing notes on different topics to do with your revolution. This is a good approach for questions that require you to draw on your broader knowledge.*

- d.** Explain to what extent this representation presents a reliable view of the Anglo-American relationship between 1763 and 1776. In your response, refer to different views of the revolution to 1776.

Sample response

The representation presents a very limited view of the pre-revolution Anglo-American relationship, focusing on the defiance of the colonists to the Stamp Act (tabled 1764, enforced 1765). The graphic is particularly useful in highlighting the role of the Bostonians, most notably the Sons of Liberty, in the protest to Britain's mercantilism policy. The Stamp Act was thus the first act that created widespread discontent, with the burning of the act a popular form of protest. Despite this, the image fails to address the role of other colonies in response to the Stamp Act with Virginia providing considerable opposition. Governor Hutchinson claimed that without Patrick Henry's Virginia Resolves the Boston protest would not have existed. Furthermore the representation, in alluding to a strained Anglo-American relationship, ignores the numerous attempts from both sides to quash any revolutionary sentiment. Even at the climax of the pre-revolutionary period, the Second Continental Congress (1775), a compromise to ensure strong relations between the mother country and her colonies was attempted. The Olive Branch Petition (1775) was unsuccessful; however, it epitomised the colonists' connection to Britain. Furthermore the representation does not bring to light the role of loyalists in the colonies. Hugh Bicheno argues that 'more Americans stayed loyal to the crown, than rebelled'. As a result the representation is very limited, simply depicting an uprising in Boston.

10 marks

Mark allocation

- See page 25.

Tip

- *This question requires you to discuss different views of the revolution, so it is important to include quotations or refer to the work of different historians.*

OR

France (1781–1789)



Louis XVI helping the poor, circa 1788

a. Identify two different groups symbolised by the figures in this representation.

Sample response

- i. the ruling class (represented by King Louis XVI)
- ii. the peasantry

2 marks

Mark allocation

- 1 mark for each group identified.

Tip

- As in **Question 3a.**, the answer for this question comes directly from the source material. Use your reading time to study the source and mentally answer the question.

- b.** Identify two aspects of this image that suggest difficult living conditions in the *ancien régime* in France.

Sample response

- i.** the ragged clothing
- ii.** the snow on the ground (making it difficult to grow crops and implying severe cold)

2 marks

Mark allocation

- 1 mark for each aspect identified.

Tip

- *This is another question that can be answered with reference to the source material. If you study the material carefully, this question should be easy marks!*

- c.** Using your knowledge and the representation, explain the significance of the Third Estate in France before 1789.

Sample response

Collectively, the Third Estate consisted of a vast majority of the population, approximately 26 million people. Additionally, despite being the least privileged of the three estates, the Third Estate made the most significant financial contribution to the nation, carrying much of the taxation burden that the other two estates were largely exempt from, including land and income taxes such as the tithe. Regardless of this, however, the Third Estate had very limited political significance or influence. As Abbé Sieyès recognised in 'What is the Third Estate?' (January 1789), prior to 1789, the Third Estate in the political orders was 'nothing'. Their exclusion from political advisory bodies such as the Assembly of Notables and from holding venal public office ensured they were overlooked and under-represented when it came to the little political power the populous had under the King's absolute authority.

6 marks

Mark allocation

- See page 24.

Tip

- *As in **Question 3c.**, you can prepare for this question by preparing notes on different topics to do with your revolution. This is a good approach for questions that require you to draw on your broader knowledge.*

- d.** Explain to what extent the representation presents a reliable view of King Louis XVI in France before 1789. In your response refer to different views of the revolution.

Sample response

Although this image provides a vaguely accurate account of Louis XVI, as it displays his genuine sympathy for the living conditions of the Third Estate, the image exaggerates the King's involvement in such issues, and omits other vital causes of discontent. In this representation, Louis is portrayed as benevolent, displaying compassion for the plight of his subjects. As Doyle observes, however, 'All King Louis XVI had were good intentions'. Despite these intentions, the King was greatly passive, and at no point used his absolute authority to ease the burden on the Third Estate, but rather placed his faith in the traditional unchallenged social structure. The King's influence on the Third Estate was limited, and should not be seen as the primary cause of revolution which, according to Doyle, was triggered by 'An accidental conjunction of socio-political forces'. King Louis had very little involvement in many of the nation's crises which led to discontent, such as, in Rudé's opinion, 'the shortage of and high price of bread'. A 60 per cent rise in the price of bread between 1726 and 1789 had a vast effect on members of the Third Estate, who on average spent three-quarters of their wage on bread. Blame for this was largely laid on landowners, who were accused of hoarding grain, sparking riots, disturbances and attacks on grain stores, greatly adding to discontent with the *ancien régime*. It seems clear that although this document offers a valid perspective on King Louis, it is ultimately one-dimensional, and neglects other causes of revolution, and the King's limited involvement in such crises.

10 marks

Mark allocation

- See page 25.

Tip

- *This question requires you to discuss different views of the revolution, so it is important to include quotations or refer to the work of different historians.*

OR

Russia (1905–1917)



Painting showing the first day of the Russian Revolution on January 9, 1905, by Vladimir Egorovich Makovskij (painted 1905–1907)

- a. Identify two features of this representation that suggest the demonstrators were under threat.

Sample response

- i. A man has been fired at and has fallen to the ground.
- ii. Some demonstrators are fleeing the site in order to escape the firing.

2 marks

Mark allocation

- 1 mark for each feature identified.

Tip

- As in **Question 3a.**, the answer for this question comes directly from the source material. Use your reading time to study the source and mentally answer the question.

b. Identify two ways that the artist suggests the demonstrators were heroic or strong.

Sample response

- i. The demonstrators still stand their ground, despite being fired at.
- ii. A man at the foreground of the image stands defiantly and opens the front of his jacket, almost challenging the guards to fire at his chest.

2 marks

Mark allocation

- 1 mark for each way identified.

Tip

- *This is another question that can be answered with reference to the source material. If you study the material carefully, this question should be easy marks!*

c. Using your knowledge and the representation, explain the reason for the demonstration in January 1905.

Sample response

Discontent among the middle class and the peasants caused by a lack of political representation and severe famines respectively formed the root cause of the demonstrations, which took place under Father Gapon's leadership on the 22 January 1905. The famines had left the peasantry, which constituted 83 per cent of the population, in a poverty-stricken state and hence fuelled the dissatisfaction with the autocratic government. Additionally, Russia's disastrous performance in the Russo-Japanese War, a war against Japan, a semi-feudal country which was considered to be inferior, also added to their dissatisfaction. The protest, led by Father Gapon, was to its credit a relatively peaceful demonstration, which primarily consisted of peasants who wanted to present a petition to the Tsar, pleading with him to alleviate their impoverished state. This peaceful protest, however, turned into a violent massacre as the sheer size of the demonstration left the Winter Palace guards in a state of panic, causing them to fire on the crowds, hence laying the foundation for the 1905 Revolution.

6 marks

Mark allocation

- See page 24.

Tip

- *As in **Question 3c.**, you can prepare for this question by preparing notes on different topics to do with your revolution. This is a good approach for questions that require you to draw on your broader knowledge.*

- d.** Explain to what extent this representation presents a reliable view of the events of 1905 in Russia. In your response, refer to different views of 1905.

Sample response

The representation provides a relatively inaccurate view of the events of 1905 in Russia as it fails to account for the various events which collectively constitute the 1905 Revolution. Moreover, the graphic's suggestion that the 1905 Revolution was merely comprised of Bloody Sunday and Bloody Sunday was the root cause of the 1905 Revolution is inaccurate. The Tsar's mismanagement of the domestic issue contributed to the revolutionary crisis, perhaps more than any single event such as the Russo-Japanese War, Bloody Sunday or the nationwide strikes. As Figs observed, it was ironic that the 1905 Revolution, which turned into a significant threat to the Tsarist regime, was 'dreamed up by the tsarist regime itself'. Although events such as Bloody Sunday and the humiliating failure in the Russo-Japanese War indeed contributed to fuelling discontent among the peasants and the proletariat, it was the Tsarist regime's mismanagement of the crisis which transformed the domestic problems into a revolutionary crisis. Furthermore, the extract fails to account for the primary cause of the failure of the 1905 Revolution. Despite the fact that the graphic accurately captures the discontent and impoverished state of the peasantry, it fails to demonstrate that the crowds could be placated by passing reforms. As Lynch notes, the 'readiness to accept political bribes showed the liberals and peasantry were not ready for a revolution'. This suggests that, in spite of the hardships faced by the peasants and proletariat they had not reached the threshold which was required for the revolution to be successful. Ultimately the graphic presents an unreliable view as it provides a one-dimensional perspective on the 1905 Revolution, portraying Bloody Sunday as the entire 1905 Revolution.

10 marks

Mark allocation

- See page 25.

Tip

- *This question requires you to discuss different views of the revolution, so it is important to include quotations or refer to the work of different historians.*

OR

China (1898–1949)



Engraving, circa 1900

Note: 'obstreperous' means 'noisily resisting control'

- | |
|--|
| <p>a. Identify two different groups symbolised by the figures in this representation.</p> |
|--|

Sample response

- i. the Chinese 'Boxers'
- ii. the USA, whose legations were attacked in Beijing during the Boxer Rebellion

2 marks

Mark allocation

- 1 mark for each group identified.

Tip

- As in **Question 3a.**, the answer for this question comes directly from the source material. Use your reading time to study the source and mentally answer the question.

b. Identify two features of this representation that depict the boxers negatively.

Sample response

- i.** The Chinese ‘Boxer’ is depicted as a caricature with exaggerated facial features and erratic body movement.
- ii.** The above, together with the crooked, vicious dagger, create the impression of a crazed, hostile, yet ineffective and comical opposition.

2 marks

Mark allocation

- 1 mark for each feature identified.

Tip

- *This is another question that can be answered with reference to the source material. If you study the material carefully, this question should be easy marks!*

c. Using your knowledge and the representation, explain why this cartoon appeared around 1900.

Sample response

In 1900 the ‘Righteous and Harmonious Fists’ or ‘Boxers’ rebelled against foreign imperialism in China, attacking the foreign settlements and legations in Beijing on 20 June. The cartoon was published in 1900 in America indicating the foreign nation’s view of the rebellion – an aggressive but futile gesture. Prior to the attacks in Beijing the Boxer movement had been issued an edict of support by the Dowager Empress Cixi in November 1899. Cixi’s call to ‘support the Boxers’, and eradicate ‘the foreigners’ had been a self- preserving move; the Boxers were up until this point, ‘anti-Qing’ as well as ‘anti-Christian’. However it was an unsuccessful attempt to remove the ‘foreign devils’ (Boxer quote) presence from China, as the Boxers were both short of numbers and military training compared to the dominant and modern western nations, whose nine nation expeditionary army freed the legation in 55 days, thoroughly defeating the Boxers.

6 marks

Mark allocation

- See page 24.

Tip

- *As in **Question 3c.**, you can prepare for this question by preparing notes on different topics to do with your revolution. This is a good approach for questions that require you to draw on your broader knowledge.*

- d.** Explain to what extent this representation presents a reliable view of the Boxer Rebellion. In your response, refer to different views of the Boxer Rebellion.

Sample response

The image is useful in indicating the foreign nation's view of the Chinese rebellion as futile. Lynch echoes this sentiment claiming Cixi's 'support for the Boxers proved as unwise as it was ineffective'; the response of the western nations was the formation of a nine-nation 'expeditionary army' (as shown in the image by the ship, though the other eight western nations are omitted) which crushed the rebellion and imposed on China the humiliating 'Boxer Protocol' in September 1901. However the image fails to address the reasons for the uprising; a long period of foreign domination had fuelled anti-foreign and anti-Christian sentiments, Deng Maomao calling it a 'mammoth peasant revolutionary uprising'. The influence of Christian missionaries or 'primary hairy ones' (Boxer poster) had, in the Boxers' opinion, 'upset the natural order' and degraded the traditional culture. The image also neglects to convey the results of Uncle Sam's 'boxing' in the form of the Boxer Protocol (1901). A humiliating treaty which undermined the Qing government further, the devastating effects of the Boxer Protocol were blamed on Cixi; she herself claimed she should have 'issued an edict against the Boxers'. However Sterling Seagrave argues that Cixi was 'not a mastermind of events' but 'their victim'; it was either her support for the Boxers or the loss of her own support as the Boxers gained momentum.

10 marks

Mark allocation

- See page 25.

Tip

- *This question requires you to discuss different views of the revolution, so it is important to include quotations or refer to the work of different historians.*

Part 2 – Creating a new society

Question 5

Choose **one** of the following questions and write an extended response, using the space provided. Write on the **same revolution** that you wrote about in Question 4.

- a. Discuss the extent to which the revolution improved the lives of the people. Provide evidence to support your answer.
- b. Discuss the extent to which the revolution upheld the original ideals of the revolution. Provide evidence to support your answer.
- c. Discuss the extent to which crisis affected the creation of a new society. Provide evidence to support your answer.

Sample Response to Question 5a – America (1763–1776)

Often a revolution is viewed as being the transference of power from one class to another which results in dramatic social, economic and political change. In the case of the American Revolution, however, a far different experience of revolution is evident, where social, economic and political change was initiated and funded by an elite and somewhat conservative class of men, who would eventually become the framers and leaders of the new nation. It is primarily for this reason that the new society did not improve life for the majority of people in the newly independent nation, principally those who were disadvantaged under the old regime: the poor, women, African slaves and Native Americans. While the early years of the new nation led to significant changes to the structure of the political system, these transformations did little to include these groups in the shaping of the United States of America, distinctly straying from the central revolutionary values of liberty and equality.

While the new society and, more importantly, the governing documents such as the Constitution and the Bill of Rights were indeed framed by Americans with positive visions for the future, the Founding Fathers represented an elite portion of the population, i.e. wealthy, white men. Over time, patriotic views of this group and their construction of the new nation have been presented in an idyllic and almost mythical fashion, failing to recognise the disparity of the new nation. Historians often speak of ‘conservative men’ representing ‘conservative interests’, alluding to the self-centred nature of the group. In reality, these men were the merchants or landowners of the nation and in framing the new society, naturally sought to protect their personal interests. Historians such as Beard suggest that the ‘overwhelming majority’ of members of the Constitutional Convention ‘were economic beneficiaries from the adoption of the Constitution’, while Zinn furthers this notion, asserting the Constitution ‘serves the interest of a wealthy elite’.

It becomes difficult, therefore, to entertain the notion of the Founding Fathers as striving for genuine change and equality in the new nation when the plight of the poor is examined. It was this group that was most severely affected by the post-war economic crisis, experiencing little change from that of the old regime. Debt, inflation and taxes took their toll on this class in particular, a situation compounded by the ineffective nature of the Articles of Confederation. Class friction undoubtedly ensued, straying from the specific aims of equality and the desire to widen the distribution of wealth – largely caused by the lack of consideration for the poorer working classes shown by the new leaders of the nation. In addition, property qualifications prevented many men from being able to vote or run for parliament, further reinforcing the stagnant and repressive nature of the social structure and hence the power base of the new nation. The right to protest, which originally appeared to be of prime importance to the revolutionaries, was also quickly abandoned when a group of farmers attempted to call for change in 1786–87.

Despite being a significant challenge to the establishment, Shays' Rebellion was quashed by military forces, again reinforcing the status quo, rather than resulting in genuine improvement for the poorer classes.

Despite Abigail Adams encouraging her husband to 'remember the ladies' and to 'be more generous and favourable to them than your ancestors', the Constitution did not allow for the equality or basic privileges of women. Zinn speaks of the 'omission of large parts of the human race' from the initial stages of nation building and the manner in which this has been covered up by the patriotic rhetoric surrounding the revolution. While it is true the Bill of Rights provided the opportunity for further amendments, perhaps those that would be advantageous to women, the fact remains that women were ineligible to vote and, therefore, prevented from actively participating in government. This certainly casts the role of women in the same light as that under the old regime – subordinate to men and restricted in their contribution to the new nation.

Perhaps more obvious was the plight of African slaves and Native Americans in the new society. The infamous claim of the Declaration of Independence that 'all men are created equal' was certainly undermined by the preservation of slavery in the new society. While it is true that the framers of the Declaration of Independence originally intended to include a statement in the document condemning the practice, it was subsequently removed so as not to offend or discourage Southerners, again demonstrating the manner in which the Founding Fathers worked in a self-interested fashion, rather than truly representing the interests of all. When drafting and ratifying the Constitution, the issue of slavery certainly played a central role. While the Northwest Ordinance of July 1787 declared that slavery would be prohibited in the new Western states, the interests of the Southern slave owners (25 of the 55 delegates at the Constitutional Convention) and New England traders were again taken into consideration for the settled areas of the nation, guaranteeing that the new federal government would not legislate to prohibit or limit slavery prior to 1808. Finally, the 'three-fifths compromise' was also agreed upon, whereby slaves – half of the Southern population – would be considered as 'three-fifths' of a person in matters of representation and taxation, thereby securing considerable representation for the Southern states, while not crippling them in terms of taxation. While some historians may argue that these events and the continued underprivileged situation of the Native Americans reveals an openly xenophobic attitude on the part of framers and leaders of the new nation, it is, yet again, an example of the self-interested nature of these men that led to the continuation of the oppression of these minority groups, bringing little improvement to their quality of life when compared to their plight under the old regime.

The new society that emerged from the War of Independence, while certainly different in many ways from the old regime, did not significantly improve the life of the majority of the population in the United States of America. It was the self-interested actions of the ruling elite, the Founding Fathers of the new nation, which enabled the continuation of the previous social and economic climate, confirming the structure of society and more significantly, the role of the poor, women, African slaves and Native Americans for many years to come.

20 marks

Sample response to Question 5b – France (1781–1789)

The French Revolution, inspired by both the Enlightenment and the achievements of the American revolution, began in the hope of fulfilling original ideas including the implementation of a constitutional monarchy and individual rights and liberties, as outlined in the Declaration of the Rights of Man and Citizen, alongside ideas preached by *philosophes* during the Enlightenment, such as religious tolerance. Although most of these ideals were initially partially realised, the extent to which they were carried out through the course of the revolution was limited. As McPhee observes, although the revolution was established on sincere liberal ideals, it was ‘forced by circumstances... to compromise some of its founding principals’.

One of the initial primary aims of the new regime was the transformation of France’s absolute monarchy into a constitutional monarchy. This was momentarily achieved as shown in the constitution of 1791 (completed 3 September) in which the King’s power was greatly limited by the National Assembly, who were to hold legislative power (to be replaced by the legislative assembly on October 1). While the King still held executive power, and was granted a suspensive veto, he was far from having supreme authority. This was, however, ensured to be only temporary by the King’s ‘Flight to Varennes’ on 20 June 1791. Upon his capture, the King lost all influence, increasing radical calls for a republic, which was declared on 22 September 1792, far from the idea of a moderate constitutional monarchy.

Further ideals of the revolution were outlined in the Declaration of the Rights of Man and Citizen, (27 August, 1789), which secured the ‘natural, inviolable rights of man’, including liberties such as freedom of speech, press and religion, and ‘equality before the law’. These notions, however, were somewhat short-lived. With the introduction of the Law of Prairial on 10 June 1794, during the period of the Terror, the concept of equality under law no longer held true, as fair trials vanished and defendants could no longer have a defence. This also challenged rights to opinion and speech, ideals in the Declaration, as citizens did not dare speak against the government through fear. McPhee, a post-revisionist historian sees the period of the Terror as ‘a nightmare of outrageous affronts to the individual liberties’, and indeed, the liberties that were ‘secured’ by the Declaration were being abandoned by the very regime that had initially held them as their revolutionary ideals.

The idea of religious tolerance was first introduced in the period of the Enlightenment by *philosophes* such as Voltaire, who suggested religious intolerance ‘covered the earth with carnage’, and was later adopted by revolutionaries who granted religious freedom in 1789. This appeared to result in initial success with rights given to Protestants in December 1789, and then to Jews in September 1791. Reality, however, fell short of expectations with large-scale opposition towards the Civil Constitution of the Clergy, and the central government’s policy of dechristianisation. Dechristianisation was a policy of religious terror, supported by *sans-culottes* members of the Paris Commune, revolutionary armies and representatives on a mission, who collectively believed Catholicism had betrayed the revolution, and was responsible for counter-revolution in regions such as the Vendée in 1793. In an attempt to destroy Christianity as a dominant culture in French society, in May 1793 the Paris Commune ceased paying clerical salaries, and in November ordered all churches to close. Although the new regime did achieve their goal of religious freedom by extending tolerance to Protestants and Jews, the deliberate attacks on the Catholic Church did not reflect this ideal.

Although some revolutionary ideas such as those described in the Declaration were betrayed, some of them would be restored in the moderate constitution of the Year III. Others, however, such as that of the presence of a monarchy, were permanently abandoned, ensuring the revolution would leave an indelible mark on the political and social life of France.

20 marks

Sample response to Question 5b – China (1898–1949)

The original aim of the revolution – to modernise Chinese society and eradicate the ‘bourgeois’ elements that hindered the realisation of a socialist state – was a mix of success and failure by 1970. The ‘four olds’ (habits, thoughts, culture and custom) had been eradicated during the Cultural Revolution and China’s consciousness had been ‘revolutionised’. However Mao’s insistence on avoiding revolutionary ‘stagnation’ had come at a cost – the radical fervour had ruined China’s economy and undermined its government. The ‘new order’ had applied its ideologies to reality through the instigation of a mass movement against ‘anti-revolutionary thought’ during the Cultural Revolution. However the promised socialist utopia failed to materialise as the result. This ideal of mass movement was proved unsuccessful in the economic results of the Great Leap Forward and the Cultural Revolution; however, as an ideological revolution it was successful. The communist state in the 1970s had been successfully revolutionised; any remains of the ‘old’ order were eradicated. The consequences of the upheaval, in both human and economic terms, were severe, and the ideal of ‘continuous revolution’ wound back to allow stability and order to take over from the ‘chaos’ (Edwin Moise) of the Cultural Revolution.

The initial policies of the Communist Party after taking power in 1949 were pragmatic; taking charge in a fragile war-torn country necessitated the acceptance of ‘national capitalists’. Only those who had ‘anti-revolutionary’ thoughts were enemies of communism. However it was the determination to implement the original revolutionary ideals of mass movements and ‘mass line’ that eventually undermined the stabilising progress made during the first five-year plan. The Great Leap Forward was the embodiment of the revolutionary ideal of ‘mass line’. It was Mao’s attempt to both uphold and prove successful the revolutionary ideal, while kick-starting China’s economy into action by the effort and enthusiasm of the entire population: ‘mass production on a mass scale’. Unfortunately, as Lynch stated, ‘good will doesn’t necessarily produce good steel’ and the backyard furnaces, Lysenkoism (the idea that plants could acquire traits as a response to their environment) and communes failed to succeed in increasing production. What did evolve out of the endeavour was a culture of suspicion, informing and competing revolutionary zeal that resulted in towns claiming production figures unattainable in their conditions. Mao’s reaction to Defence Minister Peng Dehuai’s criticism over the catastrophic economic results at the Lushan Conference in 1959 was an intensification of the failing policies. It was an unfortunate example of Mao’s pride and political paranoia overriding common sense and undermining his own concept of theory being subject to its practice in reality. The result was a ‘Mao-made’ (John King Fairbank) famine that is estimated to have killed 30 million people. In 1961 the intense measures were abandoned; many of Mao’s own incentives (such as the people’s communes and government control on agriculture production) were removed in favour of economic stability. It was an indirect admission of the ideal’s failure as Mao took a step back to allow Liu Shaoqi (a leading communist) and Deng Xiaoping (General Secretary) to regain economic stability.

Liu and Deng’s success in the following year served to undermine Mao personally as well as ideologically. Slow, steady recovery was not what Mao had envisaged as the start of socialism and he saw their actions as ‘anti-socialist’ and a betrayal of the communists and revolutionary ideals. His fear was that capitalist values were gradually replacing communist ones: the Socialist Education Movement (1962) was Mao’s first attempt to rectify the problems he believed faced China. It was revolutionary ideology that played a significant role in his moves for a cultural revolution after Liu failed to support the ‘mass mobilisation’ of the Socialist Education Movement. Historian Simon Leys argues that it was less ideological than personally ambitious, a ‘power struggle fought at the top between a handful of men and behind a smokescreen of a fictitious mass movement’. If it was a personal attempt to regain his position in the party after ‘losing face’ over the Great Leap Forward it was done with the intention of resurrecting ‘true’ revolutionary values. Mao was aware that he was mortal and the revolution he envisaged had to be passed on to the next generation. It was an endeavour to rectify and strengthen the original ideals of the revolution that he felt had been undermined in the period of economic recovery after

the Great Leap Forward. Leys' 'fictitious mass movement' was not solely a 'smokescreen', it was, as Joan Robinson argues, a deliberate attempt on Mao's behalf to re-revolutionise the youth, 'killing two birds with one stone'. Mao's instigation of the Cultural Revolution was an attempt to maintain the ideal of 'continuous revolution', to avoid 'stagnation,' 'eradicate revisionism' and instil in the younger generations an appreciation of 'true' revolutionary sentiment. He claimed that 'two or three cultural revolutions should be carried out every hundred years' in order to keep 'uprooting revisionism'.

By the end of the Cultural Revolution in the 1970s China had successfully revolutionised its collective consciousness; the formation of competing Red Guards, countless public criticisms, violent denunciations and eradication of the 'four olds' had dismantled the traditional views of authority, age and hierarchy. The thousand-year-old respected values of Confucius had been upturned in the revolutionary fervour. Continuous revolution had, in its first stage (as Mao insisted there would be more revolutions to avoid 'stagnation'), been successful. However this was an ideological success that failed to counteract the reality of China's economic, human and governmental degradation. The Cultural Revolution had, as Percy Cradock states, 'ruined' the economy, 'disrupted' education and created a 'lost' generation of disillusioned Red Guards who had alienated themselves from their society and undermined the government to the point where it could hardly function. The original ideals of revolution and socialism had been implemented according to Mao's directions. Their results ideologically were a success but in reality they had undermined any progress made for consolidation of power. Mao was the only authority left. During the Cultural Revolution he was, as Sidney Rittenberg claims, 'the authority that allowed them [the Red Guards] to be against all authority, except him'.

The 'new order' was the result of the implementation of the original revolutionary ideals. The fact that socialist utopia had failed to result does not mean these ideals were betrayed, but rather undermined. As Immanuel Hsu states, 'Mao was extremely successful as a revolutionary but disappointingly erratic as a nation builder'; his attempts to realise the original revolutionary ideals undermined any order and stability won during the consolidation of power. In its attempt to uphold and realise the original revolutionary aims the new order was a mixture of ideological success and economic and governmental failure.

20 marks

Sample response to Question 5c – Russia (1905–1917)

Crises clearly had a profound impact on the Bolshevik-driven regime during the turbulent years of 1917–1921, as institutions and policies in the new society were altered to cope with the crises which threatened the very existence of the Bolsheviks. The Russia envisioned by Lenin's April Theses and his Marxist ideology failed to materialise as the mounting anti-Bolshevik sentiment resulted in the outbreak of civil war which further undermined the already crippled Russian economy.

The civil war which occurred during 1918–1921 was a significant crisis that had considerable influence in shaping the new society. It had been a Marxist belief that after the final triumph of the proletariat, signified by the October Revolution, the state would simply 'wither away'. However, internal and external threats in the form of the White Armies and a series of military interventions by various foreign powers, including Britain, France, the USA and Japan, forced Lenin to abandon such a relaxed approach to government and establish a dictatorship. Moreover, the repression that characterised the imposing of Bolshevik control over Russia which came to be known as Terror was indeed in response to the threats posed by civil war. Terror, as observed by Pipes, was a 'prophylactic measure designed to nip in the bud any thoughts of resistance to the dictatorship'. In essence, Lenin created a society on the foundation of 'blood, coercion and the denial of freedom' (Volkogonov), with famines as the backdrop for the civil war. Shortage of food and conscription at gunpoint into both the Red and White Armies was commonplace. Therefore, although the Bolsheviks had coined slogans such as 'All power to Soviets' and 'Peace, Bread, Land' prior to the October Revolution, the society created by the Bolsheviks was unable to deliver on such promises as all resources were prioritised for the victory in the battle between the Bolsheviks and the Whites. In order to succeed in the civil war and hence consolidate their power Lenin introduced War Communism in June 1918.

War Communism was a series of harshly restrictive economic measures primarily implemented to assist the war effort. The introduction of War Communism, as Lynch noted, 'subordinated every aspect of Russian life to the task of winning the civil war' hindering the 'dictatorship of the proletariat', as even the proletariat cause was soon forgotten in order to maintain Bolshevik rule. Hence it created opposition inside the party in the form of prominent party members such as Alexander Shlyapnikov and Alexandra Kollontai, who claimed 'the party had severed ties with the masses' and outside the party, as exemplified by the Kronstadt Uprising which took place during March 1921. This therefore suggests that when faced with crisis even the foundations on which the Bolshevik regime rested on were undermined. War Communism not only created cracks in the Bolshevik-Proletariat relationship and the relations within the Central Committee but also drastically diminished the industrial output – reducing the 1920 output to a mere 30 per cent of its 1913 level. This was partially because the factories were denied resources as they were dedicated to the war effort and partly because workers fled cities in search of food – only to be faced with widespread famine, which claimed up to nine million lives. Moreover, War Communism worsened the dilapidated Russian economy resulting in the devaluation of money as bartering eventually became a substitute for money. The Bolsheviks, however, as Fitzpatrick noted, interchanged 'rampant inflation and currency devaluation with withering away of money under communism'. Hence, the value of the rouble slumped to one per cent of its 1917 value due to the Bolsheviks' continual release of notes. The economic crisis could only be resolved by the introduction of the more pragmatic New Economic Policy, despite the fact most Bolshevik leaders resented the introduction of the New Economic Policy, regarding it, as observed by Service, as an 'excremental boil on the body of politics'.

Ultimately, crises were extremely influential in shaping the new society as the civil war and War Communism had a profound impact on the political and economic front. Both left their mark on Russian society tainting it with the violence and repression that characterised the new society.

20 marks

SECTION B – PART 2 – continued

Mark allocation

16–20 marks	Demonstrates a sophisticated understanding of the question and uses appropriate historical terms, concepts, commentaries and interpretations. Applies evidence in a sophisticated manner to support arguments and conclusions. Demonstrates detailed knowledge of the commencement, ongoing development and/or consolidation of the revolution. Demonstrates detailed knowledge of the key events, factors, individuals and/or groups influencing the revolution and its consolidation. Provides a sophisticated analysis of the revolutionary struggle and the creation of a new society. Provides a sophisticated evaluation of change in the revolution.
11–15 marks	Demonstrates a sound understanding of the question and uses appropriate historical terms, concepts, commentaries and interpretations. Applies evidence to support arguments and conclusions. Demonstrates detailed knowledge of the commencement, ongoing development and/or consolidation of the revolution. Demonstrates detailed knowledge of key events, factors, individuals and/or groups influencing the revolution and its consolidation. Provides some analysis of the revolutionary struggle and the creation of a new society. Provides some evaluation of change in the revolution.
5–10 marks	Demonstrates some understanding of the question and uses appropriate historical terms, concepts, commentaries and interpretations. Applies some evidence to support arguments and conclusions. Demonstrates some knowledge of the commencement, ongoing development and/or consolidation of the revolution. Demonstrates some knowledge of key events, factors, individuals and/or groups influencing the revolution and its consolidation. Provides limited analysis of the revolutionary struggle and the creation of a new society. Provides limited evaluation of change in the revolution.
0–5 marks	Demonstrates limited or no understanding of the question and rarely uses appropriate historical terms, concepts, commentaries and interpretations. Applies little or no evidence to support arguments and conclusions. Demonstrates little or no knowledge of the commencement, ongoing development and/or consolidation of the revolution. Demonstrates limited knowledge of key events, factors, individuals and/or groups influencing the revolution and its consolidation. Provides no analysis of the revolutionary struggle and the creation of a new society. Provides no evaluation of change in the revolution.

Tips

- *Your essay needs to be completed in 30 minutes so you will not have time to cover everything you know. The real talent in this form of writing often lies in what you choose to leave out. Make sure that the points you raise are directly relevant to the question.*
- *Complete a quick plan before writing. Remember, this is an argumentative piece, not a narrative. You should include a great deal of evidence and much detail to support your view.*
- *It is useful to include the views of different historians in a question such as this, even though the assessment does not specifically demand it.*
- *Remember that you are writing about Area of Study 2 – Creating a new society. Make sure that you do not write about what happened before the Revolution.*

END OF SAMPLE RESPONSES