



INSIGHT

Trial Exam Paper

2009

HISTORY: Revolutions

Written examination

STUDENT NAME:

QUESTION AND ANSWER BOOK

Reading time: 15 minutes

Writing time: 2 hours

Structure of book

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>
A Part 1	2	2	20
Part 2	1	1	20
B Part 1	1	1	20
Part 2	1	1	20
			Total 80

- Students are permitted to bring the following items into the examination: pens, pencils, highlighters, erasers, sharpeners and rulers.
- Students are NOT permitted to bring sheets of paper or white out liquid/tape into the examination.
- Calculators are not permitted in this examination.

Materials provided

- The question and answer book of 33 pages.
- Script books are available from the supervisor if required.

Instructions

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

At the end of the examination

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

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

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SECTION A – Revolution One**Instructions for Section A**

Indicate below the revolution you have chosen for Section A.
 Answer all questions (Part 1 and Part 2) for this revolution in this section.
 You must **not** choose the same revolution for Section A and Section B.

Parts 1 and 2

Revolution	Page
America	4
France	8
Russia	12
China	16

Section A choice (tick one only)☐

America

☐

France

☐

Russia

☐

China

America

Part 1 – Revolutionary ideas, leaders, movements and events

Question 1

How did the ideas of Thomas Paine contribute to the development of a revolutionary situation in the American colonies by 1776?

[illegible]

10 marks

Question 2

Explain the importance of the colonial legislatures in the development of the American Revolution by 1776.

[illegible]

10 marks

SECTION A – continued
TURN OVER

Part 2 – Creating a New Society

Question 3

America [1776–1789]

Cooke, Alistair, *America*, p.131

‘The Articles of Confederation are now seen by every historian to have been unworkable from the start (a fine example of the football coach’s remark that “hindsight is always 20/20”). As an instrument looking not so much toward a noble and harmonious world as to the actual government of a scattering of small nations, it is quite as impressive as the Charter of the United Nations, another noble document of dubious practicality. The Articles presumed to set up “a firm league of friendship” that, in some hazy, undefined way, would serve as a practical substitute for Crown and Parliament. They suffered from the pious inhibitions and optimistic assumptions of later leagues of nations. Congress piously requested troops and money and never got them – it had no power to raise federal taxes to support the central government. Worse, it could not regulate shipping or commerce – it could but only deplore the piratical depredations of the ex-enemy’s navy, and the free and easy way in which the states taxed and boycotted each other’s goods. The fatal weakness was that of the later League of Nations and then of the United Nations: Congress kept talking about an overriding authority that, in fact, it never possessed.’

- a. Identify from the extract **two** tasks Cooke suggests were ‘presumed’ by the Articles of Confederation.

i. _____

ii. _____

2 marks

- b. Identify from the extract **two** reasons Cooke gives for the failure of the Articles of Confederation.

i. _____

ii. _____

2 marks

- c. Using your knowledge and the extract, explain the ideals underpinning the creation of the Articles of Confederation in 1781.

6 marks

- d. Evaluate the strengths and limitations of this extract as evidence to explain the formal creation of self-government in America. In your response, refer to different views of the new society.

10 marks

SECTION A – continued
TURN OVER

France [1781 – 4 August 1789]

Part 1 – Revolutionary ideas, leaders, movements and events

Question 1

Explain the importance of the Tennis Court Oath in the development of the French Revolution by August 1789.

[illegible]

10 marks

Question 2

Explain the importance of the Philosophes in the development of the French Revolution by August 1789.

[illegible]

10 marks

SECTION A – continued
TURN OVER

France [5 August 1789 – 1795 Dissolution of the Convention]

Part 2 – Creating a new Society

Question 3

McPhee, Peter, *The French Revolution, 1789–1799*, p.151

‘It was above all the battle of Fleurus (26 June) – finally ending the threat of Austrian troops on French soil – which exposed the contradictions in the popular alliance of the year II. The geographic incidence of executions during the terror had been concentrated in departments where the military threat had been the greatest; now, as the military threat receded, the number of executions for political opposition increased. The removal of the immediate military threat starkly exposed the new purpose for which the Terror was being used: from March 1793 to 10 June 1794, 1,251 were executed in Paris; following the law of 22 Prairial (10 June), 1,376 were guillotined in just six weeks. These weeks were not a time of unrelenting repression; in mid-July seventy-one Girondin deputies who might have joined their fellows at the guillotine in October 1793 but for Robespierre’s intervention were reinstated as full members of the Convention. However, they were not in a forgiving mood. Robespierre’s speech to the Convention on 26 July (8 Thermidor), with its vague threat to unnamed deputies, provided the motivation for reaction. Among those who plotted his overthrow were Fouché, Collot d’Herbois, Fréron, and Barras, fearful that Robespierre intended to call them to account for their bloody repression of Federalism in Lyons, Toulon, and Marseilles. When he was arrested the following day, he could not look for support to the *sans-culottes*’ movement, shattered by the Jacobins’ own measures, the death of its leaders, and the alienation of wage earners. Only seventeen of the forty-eight sections responded to calls to save him, and soon dispersed.’

a. Identify from the extract **two** different consequences of the battle of Fleurus.

- i. _____
- ii. _____

2 marks

b. Identify from the extract **two** reasons McPhee suggests prevented Robespierre from gaining the support of the *sans-culottes* movement.

- i. _____
- ii. _____

2 marks

- c. Using your knowledge and the extract, explain the events that led to the overthrow of Robespierre and his supporters in Thermidor in July 1794.

6 marks

- d. Evaluate the reliability of the representation as evidence to explain the significance of the fall of Robespierre and his supporters in the creation of the new society. In your response refer to other views of the Revolution.

10 marks

SECTION A – continued
TURN OVER

Russia

Part 1 – Revolutionary ideas, leaders, movements and events

Question 1

Russia [1905 – October 1917]

How did Trotsky contribute to the development of a revolutionary situation in Russia by 1917?

[illegible]

10 marks

Question 2

Russia [1905 – October 1917]

Explain the importance of the actions of the Provisional Government in the development of the Russian Revolution between February 1917 and October 1917.

[illegible]

10 marks

SECTION A – continued
TURN OVER

Part 2 – Creating a New Society

Question 3

Russia [November 1917 – 1924 death of Lenin]

Rosenberg, William G, ‘NEP Russia as a “Transitional” society’ in Fitzpatrick, Sheila et. al. (ed.), *Russia in the Era of NEP – Explorations in Russian Society and Culture*, p.1

‘As students of Soviet history know quite well, the period between the end of the Civil War and the onslaught of collectivization and rapid industrialization in late 1929 is known as NEP because of a series of new economic policies introduced by the Bolsheviks in the spring of 1921. These had to do first and foremost with ending food requisitions from the countryside and eliminating tight restrictions on private trade and production. With victory in the Civil War assured, the confiscation of grain and the effort to maintain rigid controls on the pricing and distribution of goods no longer made political or economic sense. Wholesale peasant resistance had culminated in massive uprisings in Tambov province late in 1920, just as the anti-Bolshevik “Whites” and their European allies were being defeated. Workers in Petrograd and elsewhere appeared on the verge of revolt over scarcities and harsh working conditions. Opposition had broken out openly within the party itself. Early in March 1921 sailors at Kronstadt seized the island fortress to demand “land and bread” and a Soviet government without the Bolsheviks. Bolshevik leaders everywhere were quickly persuaded that the party had to retreat, at least for a time, that the policies of “War Communism” had to give way to a more relaxed period of recovery and transition.’

a. Identify from the extract the **two** primary aims of the new economic policies.

- i. _____
- ii. _____

2 marks

b. Identify from the extract **two** actions of opposition to the Bolsheviks that emerged under the policy of War Communism.

- i. _____
- ii. _____

2 marks

- c. Using your knowledge and the extract, explain the events that led to the introduction of NEP in 1921.

6 marks

- d. Evaluate to what extent this representation is reliable evidence to explain the reasons for the transition from War Communism to NEP in the new society. Refer to other views in your response.

10 marks

SECTION A – continued
TURN OVER

China

Part 1 – Revolutionary ideas, leaders, movements and events

Question 1

China [1898–1949]

How did Sun Yat-Sen contribute to the development of the Chinese Revolution before his death in 1925?

[illegible]

10 marks

Question 2

China [1898–1949]

How did the Chinese Communist Party contribute to a revolutionary situation in China by 1949?

[illegible]

10 marks

SECTION A – continued
TURN OVER

Part 2 – Creating a new Society

Question 3

China [1949 – 1976 death of Mao]

Snow, Edgar, ‘The Other Side of the River’ in Morcombe, Margot and Fielding, Mark, *The Spirit of Change – China in Revolution*, p.175

‘[The Communes suffered because of] the incredible haste with which they were established; the lack of adequate experimentation and preparation; the suddenness of the mass levelling imposed on the prosperous villagers and the prosperous individual farmers when they were equalised with the poorer ones; the lack of incentives to replace the drastic withdrawal of autonomous village control; the threat to home life before a broad community life had been fully established to replace it; the enormous technical responsibility and initiative demanded from inexperienced and poorly trained cadres, and the ruthless disregard of ‘the principle of voluntariness’ by a vast army of township bureaucrats who mushroomed overnight and began to take charge of every hour of the people’s lives. When unbelievably bad weather added its powerfully negative vote, the communes were rapidly driven back into a preparatory stage which the party tried to jump over in 1958 – at great cost to production’.

a. Identify from the extract **two** reasons the communes suffered.

- i.** _____
- ii.** _____

2 marks

b. Identify from the extract **two** consequences of the bad weather that added to the suffering of the communes.

- i.** _____
- ii.** _____

2 marks

- c. Using your knowledge and the extract, explain the reasons for the failure of the Great Leap Forward by 1961.

6 marks

- d. Evaluate the strengths and limitations of this extract as evidence to explain the outcomes of the Great Leap Forward. Refer to other views in your response.

10 marks

**END OF SECTION A
TURN OVER**

SECTION B – Revolution Two**Instructions for Section B**

Indicate below the revolution you have chosen for Section B.
 Answer all questions (Part 1 and Part 2) for this revolution in this section.
 You must **not** choose the same revolution for Section A and Section B.

Part 1

Revolution	Page
America	21
France	23
Russia	25
China	27

Part 2	30
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Section B choice (tick one only)☐

America

☐

France

☐

Russia

☐

China

America

Part 1 – Revolutionary ideas, leaders, movements and events

Question 1

America [1763–1776]



‘The Bloody Massacre Perpetrated in King Street Boston on March 5th, 1770’
(engraving by Paul Revere, 1770, Wikimedia Commons)

a. Identify **two** groups shown in the representation of the Boston Massacre.

i. _____

ii. _____

2 marks

b. Identify **two** features of the representation that suggest actions of British tyranny in the colonies.

i. _____

ii. _____

2 marks

SECTION B – Question 1 – continued
TURN OVER

- c. Using your own knowledge and the representation above, explain the events that led to the Boston Massacre in March 1770.

6 marks

- d. Evaluate to what extent this representation presents a reliable view of the events in Boston in March 1770. In your response refer to different views of the revolution.

10 marks

France [1781 – 4 August 1789]

Part 1 – Revolutionary ideas, leaders, movements and events

Question 1

France [1781 – 4 August 1789]



‘The Third Estate carrying the Clergy and the Nobility on its back’
(artist unknown, 1790s, Wikimedia Commons)

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

i. _____

ii. _____

2 marks

b. Identify **two** features of the representation that criticise the ancien regime.

i. _____

ii. _____

2 marks

SECTION B – Question 1 – continued
TURN OVER

- c. Using your own knowledge and the representation, explain the events which influenced the creation of visuals such as this in the 1790s.

6 marks

- d. Evaluate to what extent this representation presents a reliable view of the causes of revolution up to 4 August 1789. Refer to other views in your response.

10 marks

Russia [1905 – October 1917]

Part 1 – Revolutionary ideas, leaders, movements and events

Question 1



‘Bloody Sunday 1905’
(artist unknown, Wikimedia Commons)

a. Identify **two** groups shown in the representation of Bloody Sunday.

i. _____

ii. _____

2 marks

b. Identify **two** features of the representation that criticise the Tsarist regime.

i. _____

ii. _____

2 marks

SECTION B – Question 1 – continued
TURN OVER

- c. Using your own knowledge and the representation, explain the events that led to Bloody Sunday in January 1905.

6 marks

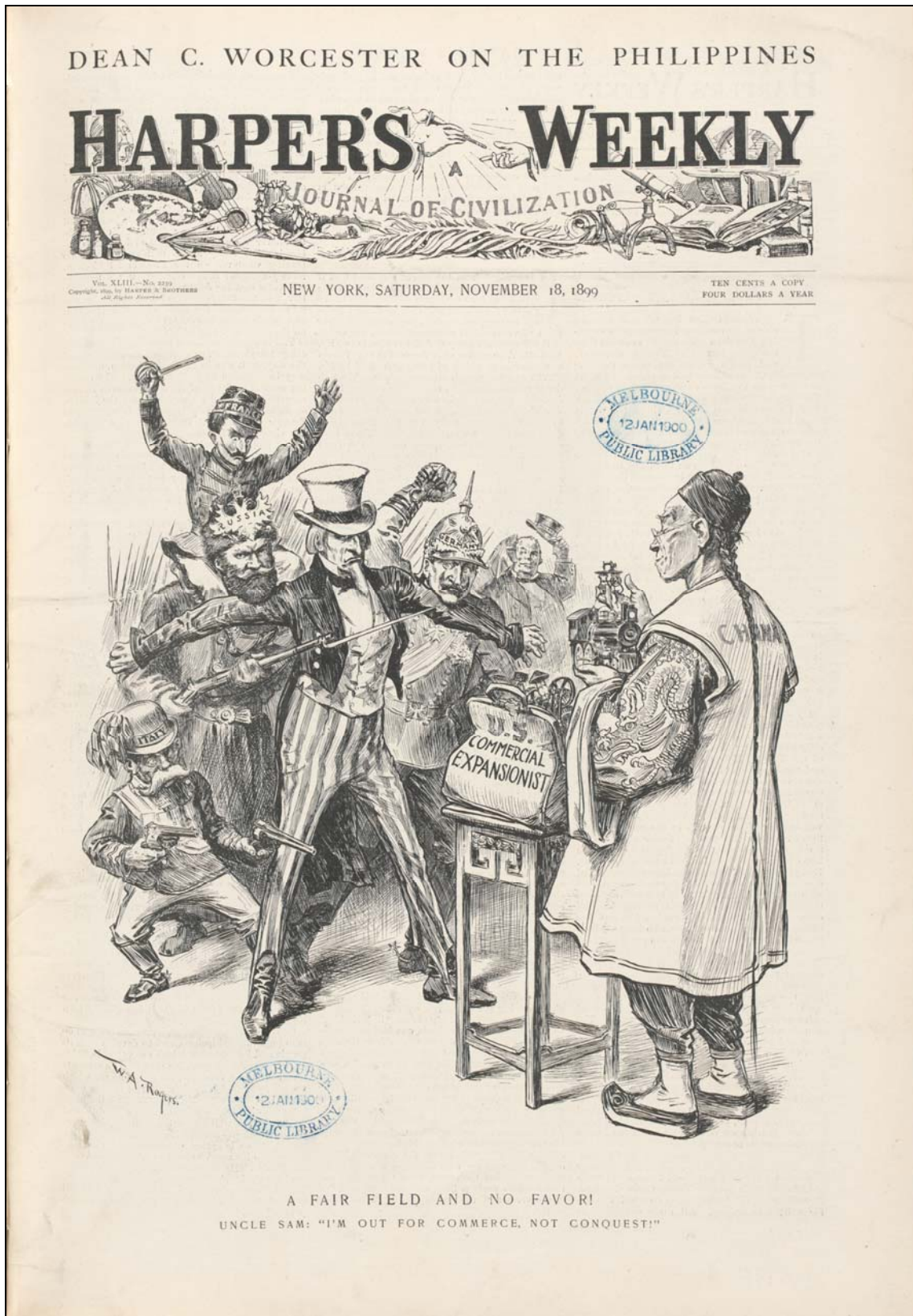
- d. Evaluate to what extent this representation presents a reliable view of the events in Russia in 1905. Refer to other views in your response.

10 marks

China [1898–1949]

Part 1 – Revolutionary ideas, leaders, movements and events

Question 1



‘A Fair Field and No Favor! Uncle Sam: “I’m Out For Commerce, Not Conquest!”’
(cartoon by W. A. Rogers from *Harper’s Weekly*, Vol. 43, No. 2239, November 18, 1899)

SECTION B – Question 1 – continued
TURN OVER

- a. Identify **two** figures appearing in the crowd in the representation.

i. _____

ii. _____

2 marks

- b. Identify **two** different symbols used in the representation to suggest European industrial or imperial expansion in China.

i. _____

ii. _____

2 marks

- c. Using your own knowledge and the representation, explain the events which influenced the creation of this document in 1899.

6 marks

- d.** Evaluate to what extent this representation presents a reliable view of the causes of revolution in China in 1911. In your response, refer to different views.

10 marks

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

Write a short essay in the space provided on the essay topic for the revolution you have chosen for section B.

You **must** write on the revolution you have chosen for section B.

Discuss the extent to which the new regime's responses to crises shaped the new society.

OR

Discuss the extent to which war and conflict shaped the new society.

OR

Discuss the extent to which the new regime was able to fulfil its revolutionary aims.

20 marks

Working space

A script book is available from the supervisor if you need extra paper to complete your answer. Please ensure you write your **name** in the space provided on the front cover of the script book. At the end of the examination, place the script book inside the front cover of this question and answer book.

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