

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER

Letter

Figures

Words

--

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY



Victorian Certificate of Education 2001

HISTORY: Revolutions

Written examination

Wednesday 14 November 2001

Reading time: 3.00 pm to 3.15 pm (15 minutes)

Writing time: 3.15 pm to 5.15 pm (2 hours)

QUESTION AND ANSWER BOOK

Structure of book

Section	Number of questions	Number of questions to be answered	Percentage of marks
A	2 (10 parts)	2 (4 parts)	20
B	1 (10 parts)	1 (2 parts)	30
C	3	1	50
			Total 100

Materials

- Question and answer book of 21 pages, including **Assessment Criteria** on page 21. There is a detachable insert for Section B in the centrefold.
- A script book is available from the supervisor if required.

Instructions

- Detach the insert from the centre of this book during reading time.
- Write your **student number** in the space provided on this book, and on the front cover of any script book used.
- All written responses must be in English.

At the end of the examination

- If a script book is used, place it inside the front cover of this question and answer book.

SECTION A

Instructions for Section A

This section of the examination paper contains two questions – Question 1 and Question 2. These questions examine aspects of Areas of Study 1 and 3, ‘Crisis in the Old Regime’ and ‘Creating a New Society’. You must answer **two parts** of Question 1 and **two parts** of Question 2. Write no more than a paragraph for each of the four parts. Spend approximately five minutes answering each of the four parts.

Question 1

Choose **any two** of the following.

Outline how

- a. conflict over the powers of Parliament helped create a revolutionary situation in Stuart England in the period to 1640.
- b. conflict between the American colonists and Britain over political representation helped create a revolutionary situation in the period to 1775.
- c. conflict between the estates helped create a revolutionary situation in France in the period to 1789.
- d. conflict between the Tsar and the people helped create a revolutionary situation in Russia in the period to February 1917.
- e. conflict between Chinese nationalists and the Imperial government helped create a revolutionary situation in China in the period to 1911.

Question 1

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

[illegible]

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

[illegible]

Question 2

Choose **any two** of the following.

Outline how the new revolutionary government responded to

- a. the idea of Parliamentary rule in England between 1642 and 1659.
- b. the presence of British armed forces in the American colonies between 1775 and 1783.
- c. counter-revolutionary activity inside France between 1793 and 1794.
- d. civil war in Russia between 1918 and 1921.
- e. peasant farmers in Communist China during the Great Leap Forward between 1958 and 1961.

Question 2

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

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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

[illegible]

END OF SECTION A
TURN OVER

SECTION B**Instructions for Section B**

You should remove the insert from the centre of this book before answering the question. Write on **one** of the Revolutions you studied. The Revolution you choose for Section B should not be the same as the one you choose for Section C. Question 3 examines Area of Study 2, 'Revolutionary Ideas, Movements and Leaders'. Spend approximately 30 minutes on Section B.

Question 3

Choose **one** of the revolutions from the insert. Answer the two parts (**i.** and **ii.**) of your chosen Revolution.

Rough work only

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

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

ii.

[illegible]

END OF SECTION B
TURN OVER

SECTION C**Instructions for Section C**

Write an essay on one of the Revolutions you studied. The Revolution you choose for Section C should not be the same as the one you chose for Section B. The essay question examines aspects of Areas of Study 1 and 3, 'Crisis in the Old Regime' and 'Creating a New Society'. Spend approximately 50 minutes on Section C.

Question 4

'When confronted with a crisis, the new regime responded in exactly the same way as the old regime.'

Discuss this view, providing evidence to support your answer.

OR

Question 5

'Revolutions only occur when the leadership of the old regime is weak. Exactly the same sorts of weak leadership cause revolutions to fail.'

Discuss this view, providing evidence to support your answer.

OR

Question 6

'The major factor causing the revolution was the abuse of power. It also impeded the creation of a new society.'

Discuss this view, providing evidence to support your answer.

[illegible]

Rough work only

[illegible]

Rough work only

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

At the end of the task, place the script book inside the front cover of this question and answer book.

END OF SECTION C

Assessment Criteria

The examination will address all of the criteria. All students will be examined against each criterion.

Section A

1. understanding of aspects of the origin of the revolution and the nature of the new society

Section B

2. understanding of aspects of revolutionary ideas, movements and leaders
3. use of evidence to support an argument
4. understanding of historical concepts

Section C

5. relevant response to the question
6. understanding of the origins of the revolution
7. understanding of challenges faced by the emerging new order
8. use of evidence to support an argument and conclusion
9. analysis of continuity and change
10. understanding of historical sources and/or historians' approaches

Insert for Section B

Please remove from the centre of this book during reading time.

a. *England*

At his trial for treason in 1649, King Charles I rejected the charges brought against him by Parliament. He made this statement to his judges and accusers:

This is not my case alone. It is about the freedom and the liberty of the people of England . . . Pretend what you [Parliament] will, I stand more for . . . liberties of the People. For if power without [principles] may make laws, may alter the fundamental laws of the Kingdom, I do not know what Subject . . . in England . . . can be sure of his life, or anything that he calls his own.

[adapted]

- i.** Why did Charles reject Parliament's ideas of how England should be ruled?
- ii.** To what extent does the history of the English Revolution confirm Charles' point of view?

OR

b. *Colonial America*

This American illustration appeared in response to the Stamp Act of 1765:



- i. What revolutionary ideas are shown in this illustration?
- ii. To what extent did these ideas help shape the American Revolution?

OR

c. *France*

The historian, Albert Soboul, wrote this about the role of the sans-culottes in the French Revolution:

Without [the popular movement of people in Paris who called themselves sans-culottes] the revolutionary leaders of 1789 would not have succeeded in such a radical manner. Between 1789 and 1794, the sans-culottes were a powerful weapon of revolutionary struggle and national defence. In 1793, the popular movement [established] a Jacobin revolutionary government, thus defeating the counter-revolution at home and abroad. The triumph of the popular movement in the summer of 1793 led to the Terror, which was needed for the final destruction of the old society.

[adapted]

- i. How does Soboul view the role of the sans-culottes in the revolution?
- ii. To what extent do you agree with Soboul's interpretation?

OR

d. *Russia*

In 1990, the historian, Edward Acton, described the role of the Bolshevik Party in 1917 in this way:

The Party took the leading role in organising the masses. It was under its guidance that the popular democratic institutions were formed and consolidated. Party activists were developing factory committees, organising the workers' militia, strengthening the committees of soldiers and sailors, and coordinating the nation-wide network of Soviets. The Party's leadership was always vital. By instilling discipline into the ranks of its followers, by restraining them from early attacks against the government, and by concentrating their attention on the crucial issue of state power, it shaped an unstoppable revolutionary movement.

[adapted]

- i. How does Acton view the role of the Bolshevik Party in 1917?
- ii. To what extent do you agree with Acton's assessment of the Bolshevik Party?

OR

e. *China*

This poster is called 'New Spring in Yenan, 1936'.



- i. What does this illustration suggest about revolutionary ideas and leaders?
- ii. To what extent do you agree with this poster's view of the role of Mao in the Chinese Revolution in the period to 1949?

END OF INSERT FOR SECTION B