



Victorian Certificate of Education 2006

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER

Letter

Figures

Words

HISTORY: Revolutions

Written examination

Thursday 9 November 2006

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	Number of marks
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 into the examination room: pens, pencils, highlighters, erasers, sharpeners and rulers.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or white out liquid/tape.
- No calculator is allowed in this examination.

Materials supplied

- Question and answer book of 32 pages.
- Additional space is available at the end of the book if you need extra paper to complete an answer.

Instructions

- Write your **student number** in the space provided above on this page.
- All written responses must be in English.

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

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

Answer all questions in Section A. You are required to use the **same revolution** for all questions in this section.

Part 1 – Revolutionary ideas, leaders, movements and events

For each question in Part 1, indicate the option (a., b., c. or d.) you have chosen in the box provided.

Question 1

Choose **one** of the following.

a. America [1763–1776]

Using three or four points, explain how the Coercive Acts of 1774 (also known as the Intolerable Acts) contributed to the revolutionary situation by 1776. Provide evidence to support your answer.

OR

b. France [1781–4 August 1789]

Using three or four points, explain how Necker's *Compte Rendu* in 1781 contributed to a revolutionary situation by May 1789. Provide evidence to support your answer.

OR

c. Russia [1905–October 1917]

Using three or four points, explain how the Tsarist regime's response to Bloody Sunday in 1905 contributed to the development of a revolutionary situation between 1905 and February 1917. Provide evidence to support your answer.

OR

d. China [1898–1949]

Using three or four points, explain how the Qing Reforms of 1901–1911 contributed to a revolutionary situation by 1911. Provide evidence to support your answer.

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

SECTION A – Part 1 – continued
TURN OVER

Question 2

Choose **one** of the following. Write on the same revolution as you did in Question 1.

a. America [1763–1776]

Using three or four points, explain how the Sons of Liberty contributed to the development of the American Revolution by 1776. Provide evidence to support your answer.

OR

b. France [1781–4 August 1789]

Using three or four points, explain how political responses made by Louis XVI from May 1789 until August 1789 contributed to the development of the French Revolution. Provide evidence to support your answer.

OR

c. Russia [1905–October 1917]

Using three or four points, explain how the political decisions of the Provisional Government contributed to the Russian Revolution of October 1917. Provide evidence to support your answer.

OR

d. China [1898–1949]

Using three or four points, explain how the Long March contributed to the Chinese Communist Party's victory of October 1949. Provide evidence to support your answer.

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

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END OF PART 1
SECTION A – continued
TURN OVER

Part 2 – Creating a new society

Question 3

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

America [1776–1789]

The Constitution of the United States

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain* and establish this Constitution for the United States of America.

Article I

Section 1

All legislative Powers herein granted shall be vested** in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section 2

The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite*** for Electors of the most numerous Branch of the State Legislature . . .

Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other Persons . . .

Section 8

The Congress shall have Power to lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States;

To borrow Money on the credit of the United States;

To regulate Commerce with foreign Nations, and among the several States, and with the Indian Tribes;

To establish an uniform Rule of Naturalization, and uniform Laws on the subject of Bankruptcies throughout the United States;

To coin**** Money, regulate the Value thereof, and of foreign Coin, and fix the Standard of Weights and Measures . . .

* ordain = endorse

** vested = held

*** requisite = required

**** coin = make

Article II

Section 1

The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years . . .

a. Identify from the extract two reasons why the Constitution was established.

i. _____

ii. _____

2 marks

- b.** Identify from the extract two activities of government for which groups of people were excluded or not fully counted.

i. _____

ii. _____

2 marks

- c.** Using your own knowledge and the extract, explain what the extract suggests about the role of the new federal government.

6 marks

- d.** Explain the strengths and limitations of this extract as evidence to explain the course of the Revolution from 1776 to 1789. In your response refer to different views of the Revolution.

10 marks

OR

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

The Declaration of war on Austria, 20 April 1792

The National Assembly, deliberating on the formal proposal of the king, considering that the court of Vienna, in contempt of treaties, has not ceased to offer open protection to French rebels, that it has initiated and formed a concert* with several European powers against the independence and security of the French nation . . .

That despite the proposal made to him [the Emperor] in the note of 11 March 1792 that both nations should reduce the troops on their frontiers to their peace-time effectives, he has continued and increased his warlike preparations. That he has formally infringed the sovereignty of the French nation in declaring his wish to uphold the claims of the German princes with possessions in France to whom the French nation has continually offered compensation.

That he has sought to divide French citizens and arm them against each other by offering the malcontents** a place in the concert of powers . . .

The National Assembly declares that the French nation, faithful to the principles enshrined in the Constitution ‘not to undertake any war with the aim of making conquests and never to employ its forces against the liberty of any people’, only takes up arms to maintain its liberty and independence; that the war it is obliged to conduct is not a war of nation against nation, but the just defence of a free people against the unjust aggression of a king.

That the French will never confuse their brothers with their real enemies; that they will neglect nothing to alleviate the scourge of war, to spare and preserve property, and to visit all the misfortune inseparable from war on those alone who conspire against her liberty.

That the French nation adopts in advance all foreigners who, renouncing the cause of her enemies, come to range themselves under her banners and devote their efforts to the defence of her liberty; that it will even assist, by all means in its power, their establishment in France.

* concert = group

** malcontents = rebels

a. Identify from the extract two French Government bodies that proposed war.

i. _____

ii. _____

2 marks

b. Identify from the extract two claims made by the National Assembly against the court of Vienna.

i. _____

ii. _____

2 marks

c. Using your knowledge and the extract, identify what groups most likely supported the war initiative, and the reasons why they believed war was in France’s best interests.

6 marks

- d. Explain the strengths and limitations of this extract as evidence to explain why France became involved in war in April 1792. In your response refer to different views of the period.

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10 marks

OR

Russia [November 1917–1924 death of Lenin]

Demands of the Kronstadt sailors, 28 February 1921

Having heard the report of the representatives of the crew sent by the general meeting of ship's crews to Petrograd to investigate the state of affairs there, we demand:

1. that in view of the fact that the present Soviets do not express the will of the workers and peasants, new elections by secret ballot be held immediately, with free preliminary propaganda for all workers and peasants before elections;
2. freedom of speech and press for workers and peasants, anarchists and left socialist parties;
3. freedom of assembly for trade unions and peasant associations;
5. the liberation of all political prisoners of socialist parties, as well as all workers and peasants, Red Army soldiers and sailors imprisoned in connection with the working class and peasant movements;
7. the abolition of all political departments because no single party should have special privileges in the propagation of its ideas and receive funds from the state for this purpose; instead of these departments, locally elected cultural-education commissions should be established, to be financed by the state;
8. that all roadblock detachments (to prevent food smuggling) be removed immediately;
9. the equalisation of the rations of all toilers*, with the exception of those working in trades injurious to health;
10. the abolition of all Communist fighting detachments in all military units as well as various Communist guards kept on duty in factories and plants;
11. that the peasants be given the right and freedom of action to do as they please with all the land and also the right to have cattle which they themselves must maintain and manage, that is without the use of hired labour;
15. we demand that free handicraft production by one's own labour be permitted.

* toilers = workers

- a. Identify from the extract two 'freedoms' demanded by the Kronstadt sailors.

i. _____

ii. _____

2 marks

- b. Identify from the extract two groups of prisoners that the Kronstadt sailors demanded be liberated.

i. _____

ii. _____

2 marks

- c. Using your own knowledge and the extract, explain why the Kronstadt sailors made these demands.

6 marks

- d.** Explain the strengths and limitations of this extract as evidence to explain the nature of the reforms attempted by the Revolutionary Government. In your response refer to different views of the period 1918–1921.

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10 marks

OR

China [1949–1976 death of Mao]

Mao on the Great Proletarian Cultural Revolution (Excerpts from a Talk by Chairman Mao with a Foreign [Albanian] Military Delegation, August 1967)

. . . As I see it, the intellectuals, including young intellectuals still receiving education in school, still have a basically bourgeois world outlook, whether they are in the Party or outside it. This is because for seventeen years after the liberation the cultural and educational circles have been dominated by revisionism. As a result, bourgeois ideas are infused in the blood of the intellectuals. So revolutionary intellectuals must successfully reform their world outlook at the crucial stage of the struggle between the two classes, two roads and two lines, or they may head in a direction opposite that of the revolution . . .

The struggle against the capitalist roaders in the Party is the principal task, but not the object. The object is to solve the problem of world outlook and eradicate revisionism . . .

We are paying a very high price in the current great cultural revolution. The struggle between the two classes and two lines cannot be settled in one, two, three or four cultural revolutions, but the results of the current great cultural revolution must be consolidated for at least fifteen years. Two or three cultural revolutions should be carried out every hundred years. So we must keep in mind the uprooting of revisionism and strengthen our capability to resist revisionism at any time.

. . . Capitalist roaders are power-holders who follow the capitalist road . . .

When a veteran comes face to face with a new problem, he will resolutely take the socialist road if he has the proletarian world outlook, but if he has the bourgeois world outlook, he will take the capitalist road . . .

From now on, veteran cadres* will yet have to meet with many new problems. To ensure that they will resolutely follow the socialist road, they must bring about a proletarian revolution of their mind.

* cadres = revolutionary activists

a. Identify from the extract the two main aims of the Great Proletarian Cultural Revolution.

i. _____

ii. _____

2 marks

b. Identify from the extract the two alternatives a veteran may choose when facing a new problem.

i. _____

ii. _____

2 marks

c. Using your own knowledge and the extract, explain the reasons for Mao's call for a cultural revolution.

6 marks

- d.** Explain the strengths and limitations of this extract as evidence to explain the outcomes of the Great Proletarian Cultural Revolution. In your response refer to different views of the period of this event from 1966 to 1976.

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10 marks

END OF SECTION A

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 in this section.

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

Choose **one** of the following.

America [1763–1776]



‘The Bloody Massacre perpetrated in King Street Boston, on 5 March 1770, by a party of the 29th Reg.’, from a re-engraved facsimile of the original engraving by Paul Revere.

- a.** Identify two features in the representation that suggest criticism of Britain's role in the colonies.

i. _____

ii. _____

2 marks

- b.** Identify two other features (not listed in response **a.** above) in the representation that suggest revolutionary ideas.

i. _____

ii. _____

2 marks

- c.** Using your knowledge, explain why Revere would have produced this representation in 1770.

6 marks

- [illegible]

OR

France [1781–4 August 1789]

*Anon., I Just Knowed that we'd 'ave our turn (4 August 1789)
Displayed in the National Library of France, Paris*

Words written in French above the image say: 'Long live the King, Long live the Nation'

A label from the old man's pocket says: 'peace and concord'

The sword he carries says: 'full of courage'; the digging tool says: 'tireless'

The sword of the man carrying him reads: 'to protect the Nation'

Labels on the man in front state the areas where reform is needed; land taxes and relief of the people.

The scales say: 'Equality and Liberty'

- a. Identify two features in the representation that show revolutionary change in the relationship between social groups.

i. _____

ii. _____

2 marks

- b. Identify two other features (not listed in response a. above) in the representation that suggest that the needs of peasants were met by the events of 4 August 1789.

i. _____

ii. _____

2 marks

- c. Using your knowledge, explain why the words 'Long live the King, Long live the Nation' and the revolutionary cockade worn by all three figures appear in this representation.

6 marks

- d.** Explain to what extent the representation presents a reliable view of the Revolution of 1789. In your response refer to different views about the achievements of the Revolution of 1789.

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10 marks

OR

Russia [1905–October 1917]



At Last

A view of the end of autocracy in Russia (Brisbane Worker, 22 March 1917)

- a. Identify two symbols of the Tsar's autocratic power shown in the representation.

i. _____

ii. _____

2 marks

- b. Identify two features (not listed in response a. above) shown in the representation which symbolise the revolutionary situation in February 1917.

i. _____

ii. _____

2 marks

- c. Using your knowledge, explain what the title 'At Last' suggests about the Revolution of February 1917.

6 marks

- d.** Explain to what extent this representation presents a reliable view of the reasons for the success of the Revolution of February 1917. In your response refer to different views of the Revolution of February 1917.

[illegible]

10 marks

OR

China [1898–1949]

Due to copyright restriction,
this material is not supplied.

This painting, circa 1950, commemorates the proclamation of the People's Republic of China on 1 October 1949.

- a.** Identify two groups in the representation commemorating the proclamation of the People's Republic of China on 1 October 1949.

i. _____

ii. _____

2 marks

- b.** Identify two features (not listed in response **a.** above) of the representation that illustrate the importance of the proclamation delivered to the Chinese people.

i. _____

ii. _____

2 marks

- c.** Using your knowledge, explain what the representation suggests led to the victory of the Chinese Communist Party in 1949.

6 marks

- d. Explain to what extent this representation presents a reliable view of the events leading to the Revolution of 1949. In your response refer to different views of the period from 1937 to 1949.

[illegible]

10 marks

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

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

- a.** Discuss the extent to which the new society was rigid and authoritarian.
Provide evidence to support your answer.

OR

- b.** Discuss the extent to which people really benefited in the new society.
Provide evidence to support your answer.

OR

- c.** Discuss the extent to which the new order was distracted from its original aims by economic crisis.
Provide evidence to support your answer.

20 marks

Working space

Either **a.**, **b.** or **c.**

[illegible]

[illegible]

[illegible]

TURN OVER

[illegible]

[illegible]

[illegible]

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