



Victorian Certificate of Education

2007

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER

Letter

Figures

Words

HISTORY: Revolutions

Written examination

Thursday 15 November 2007

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 Revenue Act of 1767 (also known as the Townshend Duties) contributed to a revolutionary situation by 1773. Provide evidence to support your answer.

OR

b. France [1781–4 August 1789]

Using three or four points, explain how the meeting of the Assembly of Notables in 1787 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 Russia's involvement in World War I contributed to the abdication of Tsar Nicholas II by January 1917. Provide evidence to support your answer.

OR

d. China [1898–1949]

Using three or four points, explain how events between 1919 and 1927 contributed to the development of the Chinese Communist Party. Provide evidence to support your answer.

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

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface. There is no handwriting or other markings on the paper.

10 marks

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 American colonists' views of King George III changed between 1765 and 1776, contributing to the development of the American Revolution. Provide evidence to support your answer.

OR

b. France [1781–4 August 1789]

Using three or four points, explain how the actions taken by urban workers and by peasants between July and 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 Lenin's policies from April to October 1917 contributed to the development of the Russian Revolution. Provide evidence to support your answer.

OR

d. China [1898–1949]

Using three or four points, explain how the Chinese Communist Party's policies from 1945–1949 contributed to victory in the Civil War. Provide evidence to support your answer.

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

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10 marks

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]

Letter of George WASHINGTON to John JAY, 1 August 1786

Your sentiments, that our affairs are drawing rapidly to a crisis, accord with my own . . . We have errors to correct. We have probably had too good an opinion of human nature in forming our confederation. Experience has taught us, that men will not adopt and carry into execution¹ measures the best calculated for their own good, without the intervention of a coercive power . . .

To be fearful of investing Congress, constituted as that body is, with ample authorities for national purposes, appears to me the very climax of popular absurdity and madness . . . Are not [the] interests [of members of Congress] inseparably connected with those of their constituents? By the rotation of appointment, must they not mingle frequently with the mass of citizens? Is it not rather to be apprehended, if they were possessed of the powers before described, that the individual members would be induced to use them, on many occasions, very timidly and inefficaciously² for fear of losing their popularity and future election? We must take human nature as we find it. Perfection falls not to the share of mortals.³ Many are of opinion, that Congress have too frequently made use of the suppliant, humble tone of requisition in applications to the States, when they had a right to assert their imperial dignity and command obedience. Be that as it may, requisitions are a perfect nullity⁴ where thirteen sovereign, independent, disunited States are in the habit of discussing and refusing compliance with them at their option . . . Things cannot go on in the same train⁵ for ever . . .

What astonishing changes a few years are capable of producing. I am told that even respectable characters speak of a monarchical form of government without horror . . . What a triumph for the advocates of despotism to find, that we are incapable of governing ourselves, and that systems founded on the basis of equal liberty are merely ideal and fallacious!⁶ Would to God, that wise measures may be taken in time to avert the consequences we have but too much reason to apprehend . . .

¹ carry into execution = take

² inefficaciously = ineffectively

³ share of mortals = most people

⁴ perfect nullity = amount to nothing

⁵ train = way

⁶ fallacious = false

a. Identify the two errors which George Washington believed were made in forming the confederation.

i. _____

ii. _____

2 marks

b. Identify two reasons given by George Washington why the people should not be afraid of giving more power to the Congress.

i. _____

ii. _____

2 marks

- c. Using your own knowledge and the extract, explain what the extract suggests about the functioning of the confederation government and its consequences for the Revolution.

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.

[illegible]

10 marks

OR

The interrogation of the King, 11 December 1792

Louis. I was the master empowered to despatch troops at that time and to shed blood.

- 2 marks

- 2 marks

- 6 marks

- d.** Explain the strengths and limitations of the extract as evidence to explain why Louis was tried and executed. In your response refer to different views of the reasons for Louis' trial and execution.

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

10 marks

OR

Lenin defends the use of Terror against bourgeois resistance to the revolution, January 1918

a. Identify from the extract the two groups identified as the enemies of socialism.

b. Identify from the extract two means by which Russia's economy could be improved for the benefit of the people.

c. Using your own knowledge and the extract, explain the economic difficulties facing the new state in 1918.

[illegible]

SECTION A – Part 2 – continued
TURN OVER

- d. Explain the strengths and weaknesses of this extract as evidence to explain Lenin's use of Terror from 1918–1921. In your response refer to different views of the reasons for Lenin's use of Terror.

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10 marks

OR

China [1949–1976 death of Mao]

Mao: Extract from a speech delivered to an audience at the Supreme State Conference on 27 February 1957

On the surface, these two slogans – let a hundred flowers blossom and a hundred schools of thought contend – have no class character; the proletariat can turn them to account, and so can the bourgeoisie and other people. But different classes, strata, and social groups each have their own views on what are fragrant flowers and what are poisonous weeds. So what, from the point of view of the broad masses of the people, should be the criterion today for distinguishing between fragrant flowers and poisonous weeds?

In the political life of our country, how are our people to determine what is wrong in our words and actions? Basing ourselves on the principles of our constitution, the will of the overwhelming majority of our people and the . . . political parties and groups, we believe that, broadly speaking, words and actions can be judged right if they:

1. Help to unite the people of our various nationalities, and not divide them.
2. Are beneficial, not harmful, to socialist transformation and socialist construction.
3. Help to consolidate, not undermine or weaken, the people's democratic dictatorship.
4. Help to consolidate, not weaken, democratic centralism.
5. Tend to strengthen, not to cast off or weaken, the leadership of the Communist Party.
6. Are beneficial, not harmful, to international socialist solidarity and the solidarity of the peace-loving peoples of the world.

Of these six criteria, the most important are the socialist path and the leadership of the Party. These criteria are put forward in order to foster, and not hinder, the free discussion of various questions among the people. Those who do not approve of these criteria can still put forward their own views and argue their cases.

- a. Identify from the extract the two main groups which were encouraged to express their views in the Hundred Flowers campaign.

i. _____

ii. _____

2 marks

- b. Identify from the extract the two main purposes of the Hundred Flowers campaign.

i. _____

ii. _____

2 marks

- c. Using your own knowledge and the extract, explain the reasons stated by Mao for the launching of the Hundred Flowers campaign.

6 marks

- d. Explain the strengths and limitations of this extract as evidence to explain the outcomes of the Hundred Flowers campaign. In your response refer to different views of the period from 1957–1965.

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 Bostonians in Distress.’ This cartoon, attributed to Philip Dawe, appeared in a London newspaper, November 1774

- a. Identify two features in the representation which indicate the response of the British Government to the colonists' protests.

i. _____

ii. _____

2 marks

- b. Briefly explain the symbolism of the tree, and of the cage.

i. _____

ii. _____

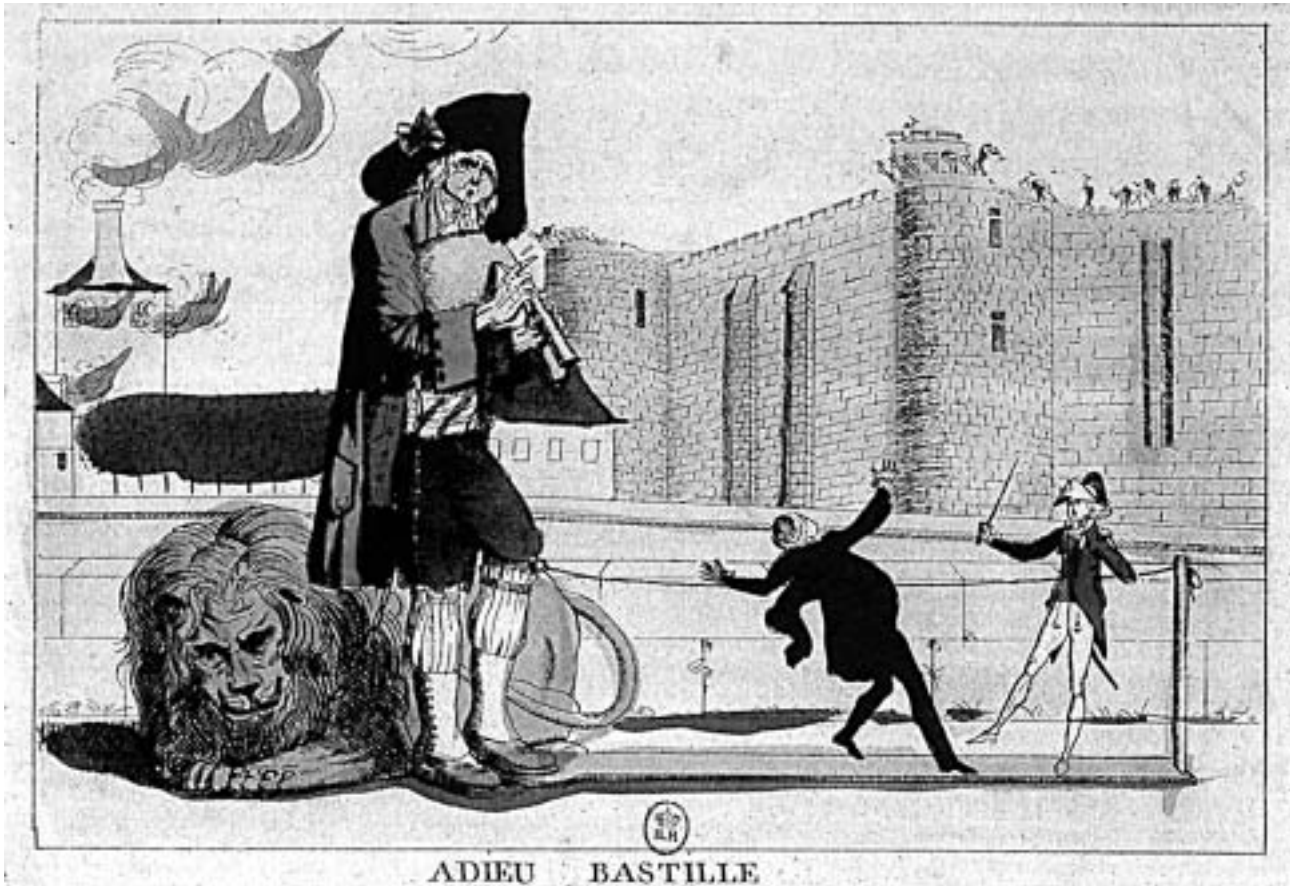
2 marks

- c. Using your knowledge and the representation, explain why this cartoon appeared in November 1774.

6 marks

- [illegible]

OR

France [1781–4 August 1789]

‘Adieu Bastille’ (Goodbye Bastille), 1789. An anonymous French cartoon

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

i. _____

ii. _____

2 marks

b. Identify two revolutionary actions depicted in the representation.

i. _____

ii. _____

2 marks

- c. Using your knowledge and the representation, explain the significance of the event depicted in the representation.

6 marks

- d.** Explain to what extent the representation presents a reliable view of events from May to July 1789. In your response refer to different views of the Revolution of 1789.

[illegible]

10 marks

OR

Russia [1905–October 1917]

Due to copyright restriction,
this material is not supplied.

Lenin proclaims Soviet power. A painting by Vladimir Alexandrovich Serov, 1947

- a.** Identify two features of the representation which suggest that 1917 was a people's revolution.

i. _____

ii. _____

2 marks

- b.** Identify two ways (not listed in **part a.** above) in which the artist suggests that Lenin was a popular leader.

i. _____

ii. _____

2 marks

- c. Using your knowledge and the representation, explain the nature of the Bolshevik Party in 1917.

6 marks

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OR

China [1898–1949]

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this material is not supplied.

An artist's view of Mao Zedong leading the Long March

- a.** Identify two features of the representation which show the significance of the Long March in the history of the Chinese Communist Party.

i. _____

ii. _____

2 marks

- b.** Identify two features of the representation (not listed in **part a.** above) which suggest the importance of Mao's leadership of the Chinese Communist Party.

i. _____

ii. _____

2 marks

- c. Using your knowledge and the representation, explain the significance of the Long March in the history of the Chinese Communist Party.

6 marks

- d. Explain to what extent this representation presents a reliable view of Mao's leadership of the Chinese Communist Party from 1934–1949. In your response refer to different views of Mao's leadership of the Chinese Communist Party.

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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 revolutionary leaders may have modified their ideals in creating the new society.

OR

- b. Discuss the extent to which difficulties threatened the formation of the new society.

OR

- c. Discuss the extent to which there was significant change in the lives of the people following the revolution.

20 marks

Working space

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

[illegible]

[illegible]

END OF QUESTION AND ANSWER BOOK

Clearly number all responses in this space.

[illegible]

TURN OVER

[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.**