



2010

History: Revolutions GA 3: Examination

GENERAL COMMENTS

Responses to the 2010 History: Revolutions examination showed a range of student ability. It was evident that most students found the questions accessible; however, there were some errors in the selection of revolution for Part 1 and Part 2. Question instructions, including quoting and time frames, were well followed. Students handled historiography well, with few students simply labelling a school of historians and many answers demonstrating familiarity with historians' views by using quotations.

It was concerning that responses to Question 1 and 2 and essay answers often used historians' views to replace factual evidence. Students should learn dates, policies, events and ideas expounded by revolutionary leaders that they may quote as supporting evidence in their argument.

Students need to note the change in the exam format for 2011, as announced in the April 2011 *VCAA Bulletin*, *VCE*, *VCAL* and *VET*. Students are advised to familiarise themselves with the sample of this new exam format on the VCAA website on the History: Revolutions study page.

Section A – Revolution one

Revolution chosen	none	America	France	Russia	China
%	1	12	35	45	7

Part 1 – Revolutionary ideas, leaders, movements and events

Question 1

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	6	4	7	9	12	14	15	15	10	5	3	5.2

Question 2

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	19	7	8	7	9	11	11	12	9	4	3	4.2

Questions 1 and 2

Questions 1 and 2 tested students' range of detailed factual knowledge. Many students used quotations from historians; however, students are advised that using quotations does not demonstrate factual knowledge of the ideas, leaders, movements or events and does not help to meet the assessment criteria. Overall, students showed an impressive amount of factual knowledge in each context. Students needed to read questions carefully and critically, and answers needed to be correctly focused; this was an area where many students needed to improve. Students should look for and highlight significant words in the question so that they do not overlook the question requirements. They should signpost their answers so that their points are clearly evident. This will assist students to develop their response in relation to the instructional terms 'how did' and 'explain the importance of' in the question.

Students made good attempts to use words such as 'firstly' and 'secondly' to develop an argument and to show how an event contributed to a revolutionary situation; however, 'in the development of the revolution' was not as well handled. More work in constructing timelines of events is suggested to support students in learning ideas, events, rising and falling leadership, and popular movements along the path of the revolution. The ability to show an awareness of development in the revolution is significant to the awarding of marks and the wording from the question should be used to finish the answer. Excellent responses used correct and specific historical terms and included dates, places and names.

America

The question on the response of King George III to revolutionary ideas and movements required careful reading. Many students wrote about the responses of the colonists to the actions of King George. The most successful answers were able to explain that King George responded to colonists' violence following the *Stamp Act 1765* by repealing it. Yet the *Declaratory Act 1766* indicated Britain's intention to 'make laws and statutes to bind the colonies and the people of America'. Lord North's administration reacted to the Boston Tea Party with the Coercive Acts, which penalised and removed power from the radical colonial politicians.



For Question 2, students needed to approach the question by identifying the ideas and the leaders who published them, before they explained how the ideas of liberty were infringed by a variety of Acts and contributed to a revolutionary situation. Students need to improve their skills of using knowledge about ideas, such as liberty, and make links to how various Acts reduced the colonists' sense of freedom. Students also need more practice in interpreting what 'liberty' may have meant to colonists.

France

Most students could name particular publications; for example, 'What is the Third Estate?', examples of anti-Royal pornography and the Cahiers. In general, students were able to make links between such publications and the development of the Revolution. The most successful answers applied dates to the publications and gave the names of authors. These answers used the prompt of the date of 1788 to explain how the ideas in the publications contributed to the public taking a stance on issues such as voting by head or by order, issues of taxation, and eventually the Tennis Court Oath. The less successful answers were general and focused on the publication rather than the path to revolution.

Question 2 produced unsuccessful answers for students who did not pay attention to the question's time frame. Too many students wrote about Necker's Compte Rendu of 1781 and did not seem to know that Necker was dismissed a second time in July 1789. Successful answers showed excellent chronology and understanding of a revolutionary situation by referring to Necker's popularity with the Third Estate, the movement of troops to Paris by Louis and the storming of the Bastille. It is vital that students learn a chronology of events for successful answers in demonstrating knowledge of the Revolution; students' answers needed to demonstrate an understanding of chronology.

Russia

The time frame specified in Question 1 (1905 – October 1917) allowed students wide scope in order to demonstrate their knowledge; however, a large number of students confined their answer to February 1917 or they discussed the period from February to October 1917. This highlighted the need for students to read questions carefully and to ensure that they follow instructions. The most successful answers applied knowledge from the whole period, using information such as the lack of horses for agriculture, food scarcity, the lack of popularity of the Tsarina while the Tsar was at the front, statistics of war dead and the names of particular battles, February strikes, the Provisional Government remaining in the war, Soviet Order number 1, the failed June offensive and mutinies.

Question 2 was not answered well because many students did not know who Kornilov was and confused him with Kerensky. The most successful answers supplied precise and accurate information, and understood that by arming the Bolsheviks, the Provisional Government had created a revolutionary situation.

China

The first question asked students to explain how the Boxer Rebellion contributed to the Revolution in China by 1911. However, many students described the events of the Boxer Rebellion without discussing the way it led to the Revolution or giving only a passing reference to the Revolution. The most successful answers named the Boxer Protocol, which humiliated the Chinese and insisted on reform. They then explained how traditional practices were undermined and the way was opened for change. In this environment, revolutionaries like Sun Yat Sen were able to develop and disseminate ideas for revolutionary change.

Students who knew precise facts up to 1927 were able to answer Question 2 successfully. Most were able to describe Sun's ideas, but the challenge in the question was to link to the revolutionary struggle and the role played by the leader.

The following is a high-range answer on Russia. This response demonstrates thorough knowledge and addresses the whole period specified in the question. The details are specific, with identification of names, dates and policies. There is a range of different points linked to how they contributed to the Revolution. The student demonstrates the ability to link the event to a developing revolution.

World War 1 was a major reason for the fall of both Tsarism and the Provisional Government. Firstly, although the war was initially well received by the public and was intended to unite the population in patriotism, it quickly became a source of discontent as defeats proved humiliating and economic crisis worsened. The major reason why the war contributed to a revolutionary situation in early 1917 was that the Tsar had taken control of the army from the experienced and respected Grand duke Nikolaevich in August 1915, and the subsequent military, economic and psychological devastation had come to be associated with him. This was exacerbated by the fact that in his absence, Tsarina Alexandra was left in charge and she proved to be incompetent, unpopular (as her German heritage aroused suspicion) and heavily influenced by Rasputin. Thus the impressionable lower class – workers and peasantry – associated failure with the Tsar and felt abandoned as he had left them to fight at the front, therefore increasing revolutionary sentiment against him.



Secondly the economic devastation caused by the involvement in the war contributed to both the February and October Revolutions. Since February there had been daily protests throughout 1917 imploring the Provisional Government to improve the economic situation so that they could afford bread and also to improve working conditions. However the Provisional Government was heavily involved in the war effort (such as Kerensky's June Offensive which failed tragically) and there was a perception that the PG was neglecting the economic crisis to focus on the war. Thus the masses of Petrograd and Russia felt their needs were not being represented or addressed so they turned to another source of power and consequent revolution. Thirdly this other source of power was represented by Lenin who offered an alternative government. World War 1 contributed to his gaining support because it was a key policy addressed in his 3rd April Finland Station speech and his April Thesis (4th April) – the former of which proclaimed the slogan 'Peace, Bread, Land!' promising an end to Russia's involvement. Hence he was able to gather enough support to lead to the October Revolution.

The following is another high-range answer on Russia. This answer shows an impressive command of factual knowledge of the build up towards the October Revolution. The whole period in the question has been covered and the answer continually refers to how the war contributed to the Revolution. It was not necessary to provide sources of knowledge for this question. The quoting and naming of historians intrudes into the answer; however, the detailed factual knowledge is not compromised.

Exacerbating peasant, proletariat and intelligentsia discontent, World War 1 exposed the incompetence of the reactionary Autocracy and the ultimate demise of the Provisional Government. With 4 million casualties in 1914 (including losses at Tannenberg and Masurian Lakes) 'Hardly a family in Russia has not lost a son (Westwood), especially as 13 million out of Russia's 14 million were peasants. The proletariat (3/4 of whom (in Petrograd) came from the peasantry shared this, along with the rations reduced to 675gm in February 1917 because '57,000 bread wagons cannot be moved' (Paleologue) meaning that only 300 of the 1000 daily bread wagons ever made it to Petrograd in 1917. This highlighted the incompetence of the Tsar as he took all responsibility for the conduct of the war (including the squandered gains at the August 1916 Brusilov offensive) after he took Supreme Command of the army in July 1915 at Mogliev. The Autocracy's 'bureaucratic anarchy' (Figes) of 17,000 wounded soldiers lying unattended at Petrograd Station (Rodzianko) contributed to the revolt of the 170,000 strong Petrograd garrison, 'fraternising with the revolt' in the February Revolution on February 27th. With the policy of 'Peace' the Bolsheviks capitalised on the Provisional Government's failure to end the war (especially after the failed June offensive in 1917). This appealed to soldiers deserting at the rate of 16 per casualty and proletariat with rations reduced further to 110 gms in October 1917 culminating in the Bolshevik led October Revolution, 'all started with bread' (Figes) shortages caused by World War 1.

Part 2 – Creating a new society

Question 3ai-ii.

Marks	0	1	2	Average
%	4	16	79	1.8

Question 3bi-ii.

Marks	0	1	2	Average
%	11	28	62	1.5

Question 3c.

Marks	0	1	2	3	4	5	6	Average
%	15	16	20	18	14	10	6	2.5

Question 3d.

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	13	10	12	10	10	10	10	11	8	4	3	4.1

Question 3

Questions 3a. and 3b. were answered accurately by most students; however, some terminology was not understood, for example, 'institution', the differences between peasants, bourgeoisie and sans culottes. Overall, students used the documents and graphics well. The instruction to quote from the document was heeded and the most successful answers integrated a quotation and showed a clear connection between the document and the information they supplied. The less successful students simply included a quoted word towards the end of their answer and did not add to it in a meaningful way, or they combined a series of quotes to constitute their answer. Examination strategies such as highlighting key parts of the document were adopted by many students and this provided focus. The most successful students were able to step back from the document or graphic and examine it in terms of their knowledge of events in the period. The less successful answers relied on the document or graphic for information. Some students signposted their use of the



document by using the phrases ‘as stated in the document’, ‘as shown in the image’ or ‘seen herewith...’, and this was a useful strategy.

It was concerning that some students referred to historians instead of factual knowledge in Question 3c. Students should be advised that the question called for a demonstration of their own detailed factual knowledge, not quotations from historians. They should look carefully at the dates given in the question, which are there to trigger recall of specific events.

In Question 3d., the skill of placing the representation within historical debate was challenging and helped to discern the excellent students.

The best approach was one where a historian’s viewpoint was explained and the student was able to show how it differed from or confirmed the ideas expressed in the representation. Many students confused historians between revolutions. Some students cited a historian of the French Revolution in a question on Russia and vice versa. Students should not learn responses such as ‘this is a secondary source’ or ‘this is a primary source’. Many students were reliant on Pipes and Schama, Zinn and Halliday; however, they needed to show knowledge of a wider range of views. Students’ knowledge of historians was better with China and students were able to draw upon contrasting views in a meaningful way. A number of responses listed a large number of historians’ views as if they were trying to list as many names as possible; this was not a valuable way to respond and the discussion of views must relate to the events of the period.

America

Responses were good and identified the limitation in Wood’s analysis clearly, often contrasting to the views of Howard Zinn. Many students did not define ‘liberal, enlightened and rational’ in their answer. Students understood the celebratory tone of the extract and highlighted phrases that showed this, such as ‘they were optimistic, forward-looking and utterly convinced that they had the future in their own hands’. Students were then in a good position to evaluate Wood’s accuracy in conveying the new nation. Some answers to Question 3c. either focused too heavily on the extract, producing a weak response, or simply related the student’s own knowledge about the period. Answers to Question 3d. showed improvement in the historiography and showed some good awareness that historians make different assessments about events. There were some informed answers about the degree of equality in the new American Government and how it protected the interests of white men. Students cited the exclusion of women, native Americans, African-Americans and white men without property from voting.

France

Students who knew the chronology and challenges to the Revolution provided excellent responses, showing an impressive ability to mention the fédérés who had arrived for the annual ceremony to celebrate the Bastille. These students discussed the pressure placed on Louis to open the National Guard to sans culottes and the fear created by counter revolution, war and foreign invasion. It was particularly good to read many answers that referred to Lafayette’s loss of popularity following the Champs de Mars and the growing radicalisation. These answers clearly understood the term ‘radicalisation’; however, it was clear that many other students did not. Some students acknowledged the swords and pikes shown in the image and drew upon the notion of violence it contained. They were then in a good position to tackle historiography in Question 3d. and to discuss the effect of sans culottes on the direction of the Revolution. Many referred to Schama, that ‘violence was the motor of the Revolution’. This quote was overused but appropriate in relation to the September Massacres. The question called for views about who had control of the Revolution; however, few students expressed views about this.

Russia

Many students did not understand the term ‘institution’; a large number of students wrote ‘Kaledin’ as an institution. Too many answers to Question 3c. quoted from Lenin’s speech but did not show understanding of the reasons why Lenin dismissed the Constituent Assembly. The most successful answers were able to grasp the desperate justification revealed by Lenin in the speech. Many saw it as a bid for power. As in the other revolutions, students did not show sufficient knowledge of events in order to explain Lenin’s reasons for dissolving the Assembly. The importance of learning chronologies was evident. In Question 3d., most answers did not challenge Lenin’s claim that the Assembly ‘did not represent the power of the people’. Instead they merely agreed with Lenin that the Assembly was ‘malignant’, ‘treacherous’ and ‘whining’. Students should challenge the claims made in speeches when undertaking historiography and explain the agenda underpinning such documents. Strong answers showed that the Bolsheviks actively sought civil war and that the speech was propaganda by Lenin.



China

Generally, students had a good understanding of how the 'Speak Bitterness' campaigns operated during the land reform process. However, few students were able to use statistics and show a very good level of precision in their factual knowledge. Too many students wrote general answers about landlords being executed. Question 3d. was satisfactorily completed, but many students repeated generalised statements from Question 3c.

This year, students avoided the past mistake of simply naming historians and historiography. The key to a good response is to analyse the historian's view or the view contained in the graphic and to express this clearly using a quotation. The students should then explain whether this view is supported by factual evidence or not. The next step is to explain who shares the view or opposes it.

The following is a high-scoring response to Question 3c. on America. This answer does both things required by the question: it quotes from the extract and uses additional knowledge to discuss the way Americans adopted ideas. The answer is precise, including dates, and shows a thorough connection with and understanding of the document.

America developed a 'liberal, enlightened and rational ideas' in the formation of the new society through the Constitution ratified 1788 and the Bill of Rights in March 1789. The fact that the Constitution dictated that the government must have 3 levels, ensured that power could not be abused and hence a 'tyrannic government could not emerge' (Anderson). Secondly the introduction of the Bill of Rights aimed to provide an individual with liberties endorsing Wood's assertion that 'equality was related' to America's 'independence'. The Constitution together with the Bill of Rights aimed to instil a further sense of equality which was deemed the most 'powerful and radical ideological force' in America.

The following is an example of a high-scoring response to Question 3c. on France. This answer describes the radicalisation, although it does not exactly say why the National Guard no longer preserved public order and shifted allegiance from the King to the people.

From June to August 1792 the National Guard served no longer to preserve public order as they did the previous year (eg. Champs de Mars Massacre, 17 July 1791) they were now often uncontrollable, even for their leader Lafayette. As the graphic suggests the National Guard was a large group which was influential in the Revolution. Rather than protecting the King and the Bourgeois deputies, the National Guard sided with the people in significant events such as the first and second invasion of the Tuileries (20th June, 10th August 1792) further radicalising the Revolution by providing no resistance to the popular movement in the form of the sans culottes.

The following answer on France does not mention the graphic and could not achieve full marks even though excellent knowledge is shown. The answer has explained the radicalisation because of the effects of the war and continued to use detailed knowledge of the period.

The effects of being at war created a radicalised situation throughout all facets of the Revolution. The oath taken in July 1792 took a rapid turn to show their support of the Revolution and not of the King. Their involvement in the storming of the Tuileries in August 1792 created a radical new situation, as France was to become a republic a month later. The violence shown in the journey was also shown to characterise the violence that was to come during the reign of terror.

The following answer on Russia clearly demonstrates understanding of the inferences in Lenin's speech, has detailed knowledge of the period and integrates quotes from the extract.

Lenin had agreed to allow elections for the Constituent Assembly to proceed in November in fear of being labelled an autocrat. As the majority of Russia's population (around 82.6%) were peasants, the Socialist Revolutionaries received almost half the votes for the Assembly (as the SR's appealed to the peasantry) whereas the Bolsheviks won only 23% of the votes as their support base - the proletariat - was much smaller. The October Revolution had given great power to the Revolution, and when Lenin referred to the 'All Power to the Constituent Assembly' slogan, he was indirectly referring to his 'All Power to the Soviets!' slogan which had been used throughout 1917. The elections had resulted in a number of bourgeois ('malignant bourgeoisie' as stated in the extract) deputies being elected, and the composition of the Constituent Assembly therefore did not reflect his ideal of a working class Assembly that would place 'the interests of the working people' first. The previous governments - the Provisional Government and the earlier supposedly representative Duma - had been composed of bourgeoisie and thus influenced Lenin's motivation to dissolve the Assembly. They were a reminder of the old regime as Lenin refers to them as 'outdated politicians'.



The following is a high-scoring response to Question 3d. on Russia. This detailed discussion is an exceptionally controlled and knowledgeable discussion of viewpoints, which is soundly based upon the extract. The student adopts an excellent strategy of moving in and out of the extract throughout the response.

This speech by Lenin is obviously biased towards the Bolsheviks and depicts their tactics of violence and terror as necessary and 'in the interests of the working people'. Conservative Western historian Pipes disputes this claim however, saying that the October Revolution was a 'show of mass participation without any mass involvement'. On the other hand, revisionist historians such as Service conclude that the Bolsheviks were simply 'more in tune with' the needs and values of the Russian people. The extract accurately captures Lenin's uncompromising attitude towards maintaining power, stating that the Soviets will be victorious 'no matter what'. The Cheka (secret police) were widely used as an agent of terror after their formation in December 1917 to force compliance with the Bolsheviks and silence any opposition. The Red Army was used for similar ends as seen in the Kronstadt uprising of late 1918. Trotsky directed 60,000 Red Army soldiers to the Kronstadt naval base to crush the sailors' demonstration. More than 2000 were executed by the Red Army despite the earlier alliance of the Kronstadt sailors to the Bolsheviks in 1917. As Dzershinsky said 'terror is a necessary part of revolution'.

The following is an example of a mid-range response to Question 3d. on China. This answer shows a view on the way peasants' lives were not improved and uses good knowledge of the period. The phrase 'it is limited' shows that the student is attempting evaluation; however, the references to other views is not integrated into the discussion sufficiently.

This document is limited in its usefulness in understanding the way with which the lives of Chinese peasants improved between 1950 and 1961. From an unbiased perspective it does demonstrate the way the early years of Communist rule brought in an initial period of positivity in regards to the peasants, especially in the form of their increased land ownership and standing in society. It is limited, however, in that it does not give any insights into other major events between 1950 and 1961, events that affected the peasants in a largely adverse manner. The First Five Year Plan (1951-1955) brought a staggering rate of 9% economic growth over the five year period that came at the expense of the living conditions of the Chinese peasants. Furthermore, the Great Leap Forward (1955-59) was detrimental to the peasants of China. With programs such as the People's Communes in which up to 40,000 peasants were living together, and the 'Backyard furnaces' program, the lives of the Chinese people were far worse than ever before. Chang and Halliday would heavily criticise the contents of this document whilst Edgar Snow would agree in the most part with Mao's intentions.

Section B – Revolution two

Revolution chosen	none	America	France	Russia	China
%	1	6	30	42	22

Part 1 – Revolutionary leaders, ideas, movements and events

Question 1ai-ii.

Marks	0	1	2	Average
%	2	5	92	1.9

Question 1bi-ii.

Marks	0	1	2	Average
%	4	16	79	1.8

Question 1c.

Marks	0	1	2	3	4	5	6	Average
%	6	11	21	24	18	12	7	3

Question 1d.

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	9	9	12	12	12	12	11	9	7	4	3	4.1

Question 1

Students were able to identify features from the graphic or document and read it symbolically, but many did not make sufficient use of a range of precise factual knowledge. Learning timelines of events will assist students to place representations in context and help them to respond to historiography.



America

Students handled the graphic very well and knew a good range of information. The tarring and feathering picture dated 1774 was correctly linked to the Boston Tea Party and the subsequent passing of the Coercive Acts. Answers showed that the depiction was only one way the colonists had showed their response to Britain. Students identified many other ways such as protests, pamphlets, the Olive Branch Petition and formal meetings such as the Stamp Act Congress and Continental Congress.

France

Questions 1a. and 1b. were answered correctly by the majority of students. However, most responses to the document did not show sufficient factual knowledge of the causes of agitation in the lead-up to the Estates General, especially the issue of doubling the Third Estate and the tension caused by rising prices and bread shortages, which produced a climate ready to erupt. Many students did not accurately differentiate between members of the Third Estate and this reduced the quality of their answers.

Russia

The response to the Rasputin graphic was very good. Most students were able to name key figures accurately; however, some did not get Nicholas correct. Students knew much about the war and the influence of Rasputin on the appointment of ministers. However, too many clung to the graphic and focused on Rasputin as the main cause of tension leading up to February 1917. Some excellent answers were able to include the shortages of food, strikes and International Womens' Day when the situation became explosive, as well as mutinies in the army.

China

The questions on the graphic were answered well, although many students thought the image was of the Long March. Students needed to pay attention to the date of 1936 and note that it was after the Long March. The majority of students could identify Mao on the flag and peasants or soldiers. Explaining the significance of the Long March was a problem for many because they described what happened on the Long March instead of explaining why it was important. Good answers referred to it as a 'seeding machine' and described how peasants were encouraged to join. Some students were able to explain that it was excellent propaganda. In Question 1d., successful students read the question carefully and responded appropriately to historiography of Mao's methods in gaining support. Other students gave the historiography of the Long March but did not extend their answers to 1945 as stated in the question.

The most successful answers were able to demonstrate precise and detailed factual knowledge. They did not focus on one or two points, but showed a variety of points about the period to place it in context and link historical views to the event portrayed in the representation. They identified key words in the question. Students are reminded that answers must contain a relevant quote from the representation or comments on specific features shown in the graphics.

The following is a high-scoring answer to Question 1c. on China. This answer uses the graphic well and links to the question. It shows very good knowledge; however, it could have mentioned 'the seeding machine', the end of the March at Yenan and more about Mao as leader. The use of words like 'as seen by their strong presence in the graphic' makes the point clear.

The Long March (October 1934 to 1935) was essentially a military retreat from the Encirclement Campaigns of the Guomindang. Approximately 95,000 members died due to treacherous conditions and it was essentially a failure for the CCP. However, it was used as a huge tool of propaganda by the Communists to enshrine Mao as a brave and fearless leader (as seen in his favourable, noble portrayal on the flag) The Communists claimed they were marching north to fight the Japanese – the ultimate nationalist sacrifice and vital propaganda against the GMD. Furthermore, peasants gained exposure to CCP policies and this increase peasant support of the Communists (as seen by their strong presence in the graphic.)

Compare the answer above with the following high-scoring response to Question 1c. on France. This answer commences with the student's own knowledge, locating the extract in the events of the period. The answer then refers to the extract and builds upon the discussion of the reasons for agitation using detailed knowledge. The answer then goes back into the extract and makes comparison to 'own knowledge'. This is a successful strategy to ensure that the answer uses the extract by analysing what the writer has said.

In the lead up to the Estates General, there was popular agitation as the expectations of the Third Estate had risen due to the drafting of the Cahiers de Doleances between February and April 1789 and the promise of the Estates General (and thus political representation). This Extract refers to an attempt to 'prevent the Estates from meeting' which would have been likely due to the crushing of the aforementioned expectations which had occurred following comptroller Necker and King Louis XVI's announcement on the 27th December 1788 that the representatives of the Third Estate would be doubled but voting would not occur by head, rather by order, which rendered the first provision meaningless. The writer is sceptical about the role that the



'high price of bread' played in causing agitation, but bad harvests throughout the 1780s, particularly 1787, had put a huge economic strain on France and this further ignited dissatisfaction and agitation. The writer notes that there is 'great ill feeling between the orders' which became increasingly apparent as resentment built; the Estates General were to favour the privileged orders. This angered many of the Third Estate.

The following is a high-scoring response to Question 1d. on America. This answer is outstanding in its evaluation of the merit of the graphic as a representation of the responses of the colonists. It is able to draw distinctions between types of response and rank them. The historians' views are integrated throughout the response. The answer moves in and out of the graphic and factual knowledge and views; this is a good structure for responses.

The graphic accurately represents a colonial response to British authority but it is only a minor response in comparison to Revolutionary leadership, propaganda and Military defence, making it limited in its usefulness. The graphic is also inaccurate in ignoring Beer's view along with Morrison and Bailyn's emphasis on revolutionary ideas and leaders. Tarring and feathering was only a minor part of colonial opposition to Britain, as it was only used as a tool to intimidate merchants or British officers, while Trade Boycotts, revolutionary literature and provocative events (like the Boston Massacre, the Gaspee and The Boston Tea Party) had a much more significant effect. Morrison would criticise the graphic for its lack of emphasis on the 'orchestra leaders of the Revolution, who according to Bailyn, used revolutionary ideas of Locke's Natural Rights and Rousseau's Social Contract in pamphlets and cartoons to initiate revolution 'in the minds of the people' (John Adams) Although the teapot in the graphic explicitly represents the objection to tea taxes, it does not assess its importance because it ignores the Lockean Natural Right of property that the tax on tea violated. Furthermore, Beer would correctly criticise the graphic because, according to him, Britain was well within its right to tax America to pay for the ongoing cost of providing (7500) troops (after the 1763 Proclamation Act) for America's security. The graphic is correct in its intention to make Britain swallow its own taxes in the form of the Boston Tea Party but this response is insignificant when compared to the formation of Militias and a Continental Army, 'Choosing between unconditional submission to the tyranny of irritated ministers or resistance by force' (Declaration for the Causes and Necessity of Taking up Arms 6th July 1775). Therefore the graphic is highly limited in its assessment of the ideas, people and significance of Colonial (Whig) opposition to British authority.

The following answer to Question 1d. on China is also in the high range but is not as well controlled as the previous answer. The answer starts with Mao's leadership as a consequence of the Long March; this shows that the student is attempting to evaluate the idea expressed by the graphic commemorating the Long March. The historians' views of the Long March show an attempt to compare different views of the Long March. The answer then moves on to detailed knowledge of the period stated in the question and the answer becomes relevant. The features of the graphic are incorporated into the discussion; however, the answer finishes without strongly linking the graphic with its intention, which was to commemorate the importance of the Long March as the way Mao gained support.

Mao's leadership was considerably strengthened by the Long March and consequent Party Conferences proved this. At the Zunyi Conference, his leadership of the CCP was established and at a later conference, Mao Zedong thought (or Maoism) became the foundation of the constitution of the new society. Western historians, Chang and Halliday dismiss the Long March as 'one of the biggest myths of the twentieth century' whereas revisionist Fenby argues it was a 'true story' exploited for propaganda purposes'. However, Mao's Rectification Campaign or Zhengfeng (1941-44) saw further development of Maoism. Party members were asked to adapt Marxism to the Chinese context as well as learn from the peasants in the 'mass line theory'. 'Mass line theory' involved Party cadres mixing with the peasants and understanding their grievances, thereby gaining their trust. This is demonstrated in the graphic by the unity of peasants and Communists fighting together. Mao's policies of land redistribution, decreasing taxes and rents gained him peasant support which the graphic accurately portrays.

Part 2 – Creating a new society

Question 2

Marks	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Average
%	7	2	3	3	3	3	4	5	5	5	6	5	8	9	9	7	6	4	3	2	1	10.4

In 2010, the essays were good and there were few very low-scoring responses. The quote in the question stem provided a prompt for ways to view the outcome of the revolution, and while some sophisticated responses integrated the view into their argument, this was not a requirement. Structured responses with topic sentences were expected, and generally this was the case.

The most successful essays referred closely to the terms in the question and used a range of evidence to support the student's interpretation. Too often historians' views were used as evidence rather than as an opinion to support evidence. Students should supply their own factual evidence and confirm it with a viewpoint. The highest-scoring essays used specific factual evidence such as statistics, quotes, dates, names, policies or events to support their points, and question focus was maintained using labels such as 'the people', 'the rich' and 'the poor' or classifying all those



who were not nobility as peasants. The less successful responses tended to narrate, describing anything about the revolution and often without clear relevance.

The following extract is from a high-scoring essay on Russia.

Setting out to instate socialist policies in capitalist Russia, the Bolsheviks did initially follow their ideas. Decrees such as the Decree on Land and worker's control (14 November 1917) were testament to their commitment to Communism and a proletariat revolution. However they were not without enemies in the form of political parties and the general population as the Constituent elections on 12 November proved the Bolsheviks were not overwhelmed with popular support, receiving only 22% of the vote, while the Socialist Revolutionaries received 54%.

The following extract is from a high-scoring essay on France.

Firstly the 'men of 1789' aimed to fill society with the values of equality, liberty and fraternity through the peaceful decrees. With the August Decrees, The Declaration of the Rights of Man and Citizen (27 of August 1789) and the Fundamental Principles of Government (1 October 1789), France's society was instilled with these values as the inequalities of the past were washed away. The August decrees destroyed aristocratic society from top to bottom. These revolutionary decrees and values were further installed in 1790 with decrees such as the abolition of Hereditary Nobility and Titles, (16 June 1790). With the promulgation of the Constitution of 1791, the 'men of 1789' saw their popularity dive as the ultra violent sans culottes were disappointed with the articles of active and passive citizenship (R.B. Rose states that 3000 of Paris' 22,000 population were active citizens) and the suspensive veto of King LouisXV1. The creation of the National Convention (20 September 1792) saw radicalism rule French society and it wasn't until the death of Robespierre, that the moderate interpretations of these ideals were reinstated with the Thermidorian reaction and the Constitution of 1795.