



Victorian Certificate of Education

2010

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER

Figures

Words

Letter

--

Section A

☐

America

☐

France

☐

Russia

☐

China

Section B

☐

America

☐

France

☐

Russia

☐

China

HISTORY: Revolutions

Written examination

Thursday 11 November 2010

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 44 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.
- Indicate the revolution you have chosen for Section A and the revolution you have chosen for Section B in the spaces provided above on this page. You must **not** choose the same revolution for both sections.
- 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**

Indicate on the front cover of this book 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	3
France	8
Russia	13
China	18

Part 1 – Revolutionary ideas, leaders, movements and events

Provide evidence to support your answer.

[illegible]

SECTION A – continued
TURN OVER

Question 2

Using three or four points, explain how ideas of liberty contributed to a revolutionary situation in the American colonies between 1763 and 1776.

Provide evidence to support your answer.

[illegible]

10 marks

Part 2 – Creating a new society

America [1776–1789]

Question 3

Gordon Wood writes of the prevailing pride in the achievements of the new society in *The Radicalism of the American Revolution* (1991), pp. 190, 191, 234

In many respects . . . all of American history.

**Due to copyright restrictions,
the extract is not supplied.**

- a. Name two ways in which Wood believes the Americans saw their revolutionary generation as ‘modern’.

i. _____

ii. _____

2 marks

- b. Identify two ways that ‘America became the Enlightenment fulfilled’.

i. _____

ii. _____

2 marks

- c. By quoting from the extract, and using your own knowledge, explain how Americans adopted 'liberal, enlightened, and rational ideas' in the formation of the new society from 1776 to 1789.

6 marks

- In your response quote parts of the extract and refer to different views of the new society.

[illegible]

10 marks

France

Part 1 – Revolutionary ideas, leaders, movements and events

France [1781–4 August 1789]

Question 1

Using three or four points, explain how publications contributed to the development of the Revolution from 1788 to 1789.

Provide evidence to support your answer.

[illegible]

10 marks

Using three or four points, explain how the dismissal of Necker on 11 July in 1789 contributed to a revolutionary situation in 1789.

This image shows a single 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.

SECTION A – continued
TURN OVER

Part 2 – Creating a new society**France [5 August 1789–1795 Dissolution of the Convention]****Question 3**

The patriotic oath of the National Guard at the Fête de la Fédération July 1792, Richard Cobb, *Voices of the French Revolution*, pp. 146–147

a. Identify two groups of people represented in the drawing.

i. _____

ii. _____

2 marks

b. Identify two ways the artist has suggested the groups support the Revolution.

i. _____

ii. _____

2 marks

- c. By referring to parts of the graphic, and using your own knowledge, explain the radicalisation of the National Guard from June to August 1792.

6 marks

- d. Evaluate to what extent the representation of the National Guard is a reliable depiction of who had control of the Revolution from June to September 1792.

In your response refer to different parts of the graphic and to different views of the Revolution.

[illegible]

10 marks

Part 1 – Revolutionary ideas, leaders, movements and events

Provide evidence to support your answer.

[illegible]

SECTION A – continued
TURN OVER

Question 2

Using three or four points, explain how the actions of General Kornilov contributed to a revolutionary situation in Russia between July 1917 and October 1917.

Provide evidence to support your answer.

This image shows a single 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.

10 marks

Part 2 – Creating a new society

Russia [November 1917–1924 death of Lenin]

Question 3

Speech by Lenin on the Constituent Assembly, 1918

in Lenin's *Collected Works*, Progress Publishers, Moscow, Volume 26, 1972, pp. 437–441 accessed from www.marxists.org/archive/lenin/works/1918

To hand over power to the Constituent Assembly would again be compromising with the malignant¹ bourgeoisie. The Russian Soviets place the interests of the working people far above the interests of a treacherous policy of compromise disguised in a new garb². The speeches of those outdated politicians, Chernov and Tsereteli, who continue whining tediously for the cessation of civil war, give off the stale and musty odour of antiquity. But as long as Kaledin exists, and as long as the slogan “All power to the Constituent Assembly” conceals the slogan “Down with Soviet power”, civil war is inevitable. For nothing in the world will make us give up Soviet power! (*Stormy applause.*) And when the Constituent Assembly again revealed its readiness to post-pont³ all the painfully urgent problems and tasks that were placed before it by the Soviets, we told the Constituent Assembly that they must not be postponed for one single moment. And by the will of Soviet power the Constituent Assembly, which has refused to recognise the power of the people, is being dissolved . . .

The Soviet revolutionary republic will triumph, no matter what the cost. (*Stormy applause. Ovation.*)

¹ malignant – evil

² garb – form

³ post-pont – postpone

a. Identify two of the groups engaged in class struggle.

i. _____

ii. _____

2 marks

b. Identify two institutions whose conflict Lenin claims will lead to civil war.

i. _____

ii. _____

2 marks

- c. By quoting from the extract, and using your own knowledge, explain the events which influenced Lenin's decision to dissolve the Constituent Assembly.

This image shows a single 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 or other markings on the paper.

6 marks

- In your response quote parts of the extract and refer to different views of the Revolution.

[illegible]

SECTION A – continued
TURN OVER

China

Part 1 – Revolutionary ideas, leaders, movements and events

China [1898–1949]

Question 1

Using three or four points, explain how the Boxer Rebellion contributed to the development of the Revolution in China by 1911.

Provide evidence to support your answer.

[illegible]

10 marks

Using three or four points, explain the part Sun Yat Sen played in the revolutionary struggle between 1911 and 1927.

This image shows a single 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.

SECTION A – continued
TURN OVER

Part 2 – Creating a new society

China [1949–1976 death of Mao]

Question 3

Meisner writing about the Agrarian Reform Laws and Campaigns, 1950–1951, in *Mao Zedong: A Political and Intellectual Portrait* (2007), pp. 120–122

Mao intended the land reform campaign to serve a variety of political and economic purposes, but its main aim was to destroy the landlord class . . . [which was] economically dispensable and socially undesirable . . . the Agrarian Law prohibited the confiscation of land and equipment used by landlords for the operation of private industrial and commercial enterprises. But . . . few Chinese landlords had turned to capitalist-type production, and even fewer escaped the fury of the land reform campaign . . . Once the agrarian movement was launched by local Communist cadres, angry peasants seeking both land and revenge made few distinctions . . . Many landlords . . . were executed in the violence [that] swept the countryside. Others were dispatched to labor camps . . . The Communists had won the overwhelming support of poor peasants (about 70 per cent of the rural population) by promising “land to the tiller.” That promise had to be honored if the Party was to retain the support of the peasants . . . Land reform brought a degree of social and economic equity to the villages and improved the life of the majority of peasants.

a. Identify two purposes of the land reform campaign.

i. _____

ii. _____

2 marks

b. Identify two reasons (**not used in part a.**) why few landlords escaped the land reform campaign.

i. _____

ii. _____

2 marks

- c. By quoting from the extract, and using your own knowledge, explain the ways in which the 'Speak Bitterness' campaigns operated during the land reform process.

6 marks

- d. Evaluate how useful this extract is in understanding the extent to which the promises of an improved life for the peasants were fulfilled between 1950 and 1961.

In your response quote parts of the extract and refer to different views of the period 1950 to 1961.

[illegible]

10 marks

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

Indicate on the front cover of this book the revolution you have chosen for Section B.

Answer all the 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	24
France	27
Russia	30
China	33
Part 2	36

America

Part 1 – Revolutionary ideas, leaders, movements and events

[America 1763–1776]

Question 1



Tarring and feathering a tax collector – it was called a new form of ‘macarony’, a slang term for fashionable dress at the time (1774)

Peter Thomas, *The American Revolution*, p. 93

- i. _____

ii. _____

ii. _____

c. By referring to parts of the drawing, and using your own knowledge, explain what caused the actions depicted in the drawing between 1765 and 1774.

[illegible]

6 marks

- d. Evaluate to what extent this drawing is useful in assessing the responses of the colonists to British authority in America from 1763 to 1776.

In your response refer to parts of the drawing and to different views of the period.

[illegible]

10 marks

France

Part 1 – Revolutionary ideas, leaders, movements and events

France [1781–4 August 1789]

Question 1

Report on the Réveillon riots in Paris 27–28 April 1789.

An extract from a letter from the noble deputy from the Poitiers region, the marquis de Ferrières to his wife in Richard Cobb, *Voices of the French Revolution* (1988), p. 44

Five or six thousand working men, stirred up by a hellish cabal¹ which aims to destroy the ministry and prevent the Estates from meeting, gathered at ten o'clock in the morning armed with cudgels² and launched themselves like furies on the house of a man called Réveillon . . .

[on that day] There was a meeting of three hundred and fifty nobles at the archbishop's palace in order to choose deputies for the nobility. The rabble set off in that direction; luckily most of them were drunk and they soon changed their minds and continued to infest the streets. The duc de Luynes was stopped, coming back from the racing, and compelled to shout, 'Long live the king and the Third Estate!' Gentlefolk and even the bourgeois are appalled . . .

All this makes one tremble for the unhappy kingdom. It is a tissue of horrors, of abominations. Everyone can guess who launched this blow. May Providence protect the king.

The pretext is the high price of bread, but this is less dear in Paris than in the provinces.

The Estates General will be stormy. There is great ill feeling between the orders. A great many people have been arrested. Yesterday the king issued an edict bringing guilty persons within the jurisdiction of police courts. The parlement has behaved as it always does, slackly. A few of these unfortunates were found dead in Réveillon's cellars; they had drunk varnish and raw alcohol, thinking it was eau-de-vie³.

¹ cabal – faction/group

² cudgels – sticks

³ eau-de-vie – brandy

a. Identify two aims of the cabal that the writer refers to in his letter.

i. _____

ii. _____

2 marks

b. Identify two groups of people who were appalled by the action of the crowd.

i. _____

ii. _____

2 marks

- c. By quoting from the extract, and using your own knowledge, explain the causes of popular agitation in the lead up to the Estates General in 1789.

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 or other markings on the paper.

6 marks

- In your response quote parts of the letter and refer to different views of the Revolution in 1789.

[illegible]

SECTION B – continued
TURN OVER

Russia

Part 1 – Revolutionary ideas, leaders, movements and events

Russia [1905–October 1917]

Question 1



Contemporary cartoon showing the Russian Court in 1916. The card being held by the figure on the left depicts Wilhelm II.

www.spartacus.schoolnet.co.uk/RUSrasputin also in Harold Shukman, *Rasputin*

- a. Identify two figures in the cartoon.

i. _____

ii. _____

2 marks

- b. Identify two features that suggest the Russian Court was not functioning as it should in 1916.

i. _____

ii. _____

2 marks

- c. By referring to parts of the cartoon, and using your own knowledge, explain the significance of this depiction to the events in Russia of February 1917.

6 marks

- d. Evaluate to what extent this cartoon provides an accurate representation of the tensions contributing to the revolutionary situation in Russia in February 1917.

In your response refer to parts of the cartoon and to different views of the Revolution.

[illegible]

10 marks

China

Part 1 – Revolutionary ideas, leaders, movements and events

China [1898–1949]

Question 1



The image commemorates the Long March in Yan'an (also Yen-an & Yanan) in 1936 (1972)
 Steven Heller, *iron fists branding the 20th-century totalitarian state* (2008), p. 187

a. Identify two groups in the graphic.

i. _____

ii. _____

2 marks

b. Identify two ways in which the artist shows support for Mao Zedong's leadership.

i. _____

ii. _____

2 marks

- c. By referring to parts of the graphic, and using your own knowledge, explain the significance of the Long March in the development of the Chinese Revolution.

6 marks

- In your response refer to parts of the graphic and to different views of the Revolution.

[illegible]

SECTION B – continued
TURN OVER

Part 2 – Creating a new society

Question 2

America [1776–1789]

Historians have argued that the American Revolution saw the birth of a nation dedicated to equal opportunity, the rights of the individual, and government by popular consent.

How true is this of the American Revolution?

Use evidence to support your answer.

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

The ideals of the French Revolution were liberty, equality and fraternity.

Discuss the extent to which these were fulfilled in the French Revolution.

Use evidence to support your answer.

Russia [November 1917–1924 death of Lenin]

Historian Richard Pipes has argued that, judged in terms of its own aspirations, the communist regime was a monumental failure: it succeeded in one thing only – staying in power.

To what extent were the aspirations of the Bolshevik party achieved by 1924?

Use evidence to support your answer.

China [1949–1976 death of Mao]

Historian Immanuel Hsu has argued that ‘Mao’s twenty-seven year rule brought little improvement in people’s living standards’.

To what extent did the new society bring an improvement in the conditions of everyday life for the Chinese people?

Use evidence to support your answer.

20 marks

Working space

[illegible]

SECTION B – Question 2 – continued

[illegible]

Clearly number all responses in this space.

[illegible]

[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.**