



Victorian Certificate of Education 2012

HISTORY: Revolutions

Written examination

Wednesday 14 November 2012

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

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

QUESTION BOOK

Structure of book

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>
A	3	3	40
B	2	2	40
			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 book of 16 pages.
- Answer book of 16 pages. Additional space is available at the end of each section in the answer book if you need extra paper to complete an answer.

Instructions

- Write your **student number and your name** in the space provided on the front cover of the answer book.
- Indicate in the answer book the revolution that you have chosen for Section A and the revolution you have chosen for Section B. You must not choose the same revolution for both sections.
- All written responses must be in English.

At the end of the examination

- You may keep this question book.

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

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

Indicate in the answer book the revolution you have chosen for Section A by shading the relevant box on page 2.

Answer all questions for this revolution in Section A of the answer book.

You must **not** choose the same revolution for Section A and Section B.

Write using black or blue pen.

Revolution	Page
America	4
France	6
Russia	8
China	10

America

Revolutionary ideas, leaders, movements and events – American Revolution 1763 to 1776

Question 1

Using **three or four** points, explain how the groups known as the Sons of Liberty contributed to the increased development of the American Revolution between 1765 and 1776.

Provide evidence to support your answer.

10 marks

Question 2

Using **three or four** points, explain how the ideas eventually contained in the Declaration of Independence contributed to a revolutionary situation between 1763 and 1776.

Provide evidence to support your answer.

10 marks

Creating a new society – American Revolution 1776 to 1789

Question 3

Morton Borden, *Parties and Politics in the Early Republic, 1789–1815*, Harland Davidson & Wiley, New Jersey, 1967, pp. 9–11

The Constitution committed the nation to republicanism, outlined the mechanics of representation, sketched¹ the form of the national government, and added (belatedly² in the Bill of Rights) certain guarantees of individual liberties. Beyond this, however, the Constitution offered no specific solutions to national problems – for example, slavery or the payment of the national debts. Rather, it was meant to be a vehicle by means of which each generation could seek answers to contemporary problems within the context of the document . . .

The design of the Federalist party seemed clear enough: to strengthen the national government. Only then would property be secure, freedom assured, and independence guaranteed. To accomplish this it was imperative that the Constitution be broadly construed³. . . Republicans feared this . . . they believed it would lead inevitably to a . . . state of unrestricted powers. They viewed government . . . as a necessary evil, to be expressly limited, constantly patrolled, and periodically reviewed. Federalists, particularly Alexander Hamilton, viewed government in modern terms, as a positive . . . force for economic growth. Republicans believed in the efficacy⁴ of state government as a safer repository⁵ of all residual powers . . . Federalists regarded the doctrine of states' rights as inherently divisive, the creed⁶ of self-interested local politicians.

¹**sketched** – outlined

²**belatedly** – later on

³**construed** – interpreted

⁴**efficacy** – usefulness

⁵**repository** – store house

⁶**creed** – belief

- a. Identify **two** achievements of the Constitution.

2 marks

- b. Identify **two** national problems.

2 marks

- c. By quoting from the extract and using your own knowledge, explain the major differences between the Federalists and Republicans (or anti-Federalists) in 1787.

6 marks

- d. Evaluate to what extent this extract is useful in understanding the debates over the Constitution in the new society.

In your response, quote parts of the extract and refer to different views of the Constitution.

10 marks

France

Revolutionary ideas, leaders, movements and events – French Revolution 1781 to 4 August 1789

Question 1

Using **three or four** points, explain how the nobility contributed to the development of the French Revolution until 4 August 1789.

Provide evidence to support your answer.

10 marks

Question 2

Using **three or four** points, explain how the Tennis Court Oath of 20 June 1789 contributed to a revolutionary situation in France until 4 August 1789.

Provide evidence to support your answer.

10 marks

Creating a new society – French Revolution 5 August 1789 to 1795

Question 3

Peter McPhee, *The French Revolution 1789–1799*, Oxford University Press, Oxford, 2002, pp. 110–112

Due to copyright restriction,
this material is not supplied.

¹**‘stab in the back’** – betrayal

²**monopolized** – took all new jobs/positions

³**zealous** – extreme

- a. Identify **two** views of the repression of the rebellion in the Vendée held by historians. 2 marks
- b. Identify **two** consequences (not mentioned in **part a.**) of the rebellion in the Vendée. 2 marks
- c. By quoting from the extract and using your own knowledge, explain what caused the rebellion in the Vendée. 6 marks
- d. Evaluate to what extent this extract is useful in understanding the reasons for opposition to the Revolutionary government in French society. 10 marks
- In your response, quote parts of the extract and refer to different views of the Revolution.

Russia

Revolutionary ideas, leaders, movements and events – Russian Revolution 1905 to October 1917

Question 1

Using **three or four** points, explain how the industrial workers contributed to the development of the Revolution in Russia from 1905 to October 1917.

Provide evidence to support your answer.

10 marks

Question 2

Using **three or four** points, explain how the actions of the Tsar contributed to a revolutionary situation in Russia between 1914 and February 1917.

Provide evidence to support your answer.

10 marks

Creating a new society – Russian Revolution November 1917 to 1924

Question 3

Victor Serge, *Memoirs of a Revolutionary 1901–1941*, Peter Sedgwick (trans. and ed.), Oxford University Press, London, 1963, p. 147

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¹**staggering** – overwhelming/large

²**come into its kingdom** – become powerful

³**obliteration** – destruction

⁴**arrogation** – unjust claim

⁵**floundering** – struggling

⁶**toils** – work

- a. Identify **two** changes that resulted from the introduction of the New Economic Policy. 2 marks
- b. Identify how **two** groups reacted to the introduction of the New Economic Policy. 2 marks
- c. By quoting from the extract and using your own knowledge, explain the events that led to the introduction of the New Economic Policy. 6 marks
- d. Evaluate to what extent this extract is useful in understanding the impact of the New Economic Policy. In your response, quote parts of the extract and refer to different views of the Revolution. 10 marks

China

Revolutionary ideas, leaders, movements and events – Chinese Revolution 1898 to 1949

Question 1

Using **three or four** points, explain how the failure of the Hundred Days of Reform, from 11 June to 21 September 1898, contributed to the development of a revolutionary situation in China by 1911.

Provide evidence to support your answer.

10 marks

Question 2

Using **three or four** points, explain how Mao's ideas contributed to the development of the Chinese Revolution from 1934 to 1949.

Provide evidence to support your answer.

10 marks

Creating a new society – Chinese Revolution 1949 to 1976

Question 3

Ho Kan-Chih, *A History of the Modern Chinese Revolution*, the English Faculty of the Western Languages Department of Peking University (trans.), Foreign Languages Press, Peking (Beijing), 1959, pp. 540–542

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¹**wounds inflicted** – problems caused

²**staunchest** – most loyal

³**camp** – group

- a. Identify **two** great tasks that were necessary in order to build a socialist society.
2 marks
- b. Identify **two** tasks that needed to be attended to in the first few years of the People's Republic of China.
2 marks
- c. By quoting from the extract and using your own knowledge, explain how Mao consolidated communist authority in the first few years after taking power.
6 marks
- d. Evaluate to what extent this extract is useful in understanding the responses of the communist government to the challenges faced during the consolidation period from 1949–1957.
In your response, quote parts of the extract and refer to different views of the Revolution.
10 marks

**END OF SECTION A
TURN OVER**

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

Indicate in the answer book the revolution you have chosen for Section B by shading the relevant box on page 9.

Answer all questions for this revolution in Section B of the answer book.

You must **not** choose the same revolution for Section A and Section B.

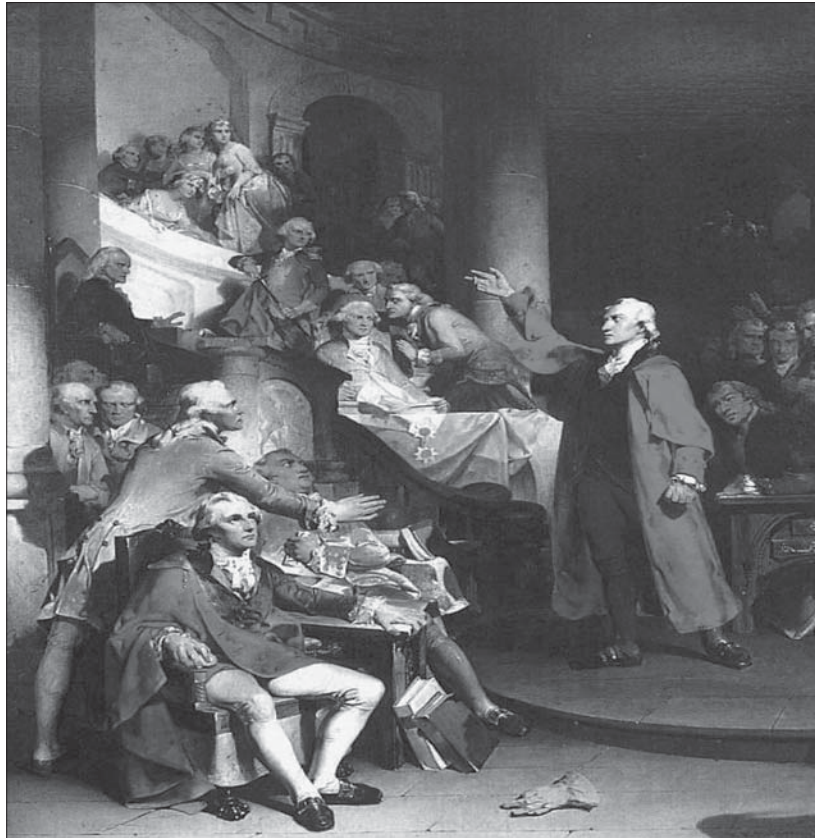
Write using black or blue pen.

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America

Revolutionary ideas, leaders, movements and events – American Revolution 1763 to 1776

Question 1



Patrick Henry delivers his speech against the *Stamp Act*, 30 May 1765, in the Virginia Assembly, Virginia, America

Source: Peter F Rothermel, *Patrick Henry Before the Virginia House of Burgesses*, 1851; from www.commonwealthbooks.org

- a. Identify **two** revolutionary ideas in the representation. 2 marks
- b. Identify **two** features in the representation that show inflamed debate. 2 marks
- c. By referring to parts of the representation and using your own knowledge, explain the development of American opposition to Britain's authority to levy taxes in the years 1765 to 1774. 6 marks
- d. Evaluate the extent to which this representation provides an accurate reflection of the tensions that contributed to a revolutionary situation between Britain and America from 1765 to 1774. 10 marks
In your response, refer to parts of the representation and different views of the Revolution.

Creating a new society – American Revolution 1776 to 1789

Question 2 – Essay response

Historians see the American Revolution as a turning point and a fulfilment of its destiny of freedom.

How accurate is this view of the American Revolution?

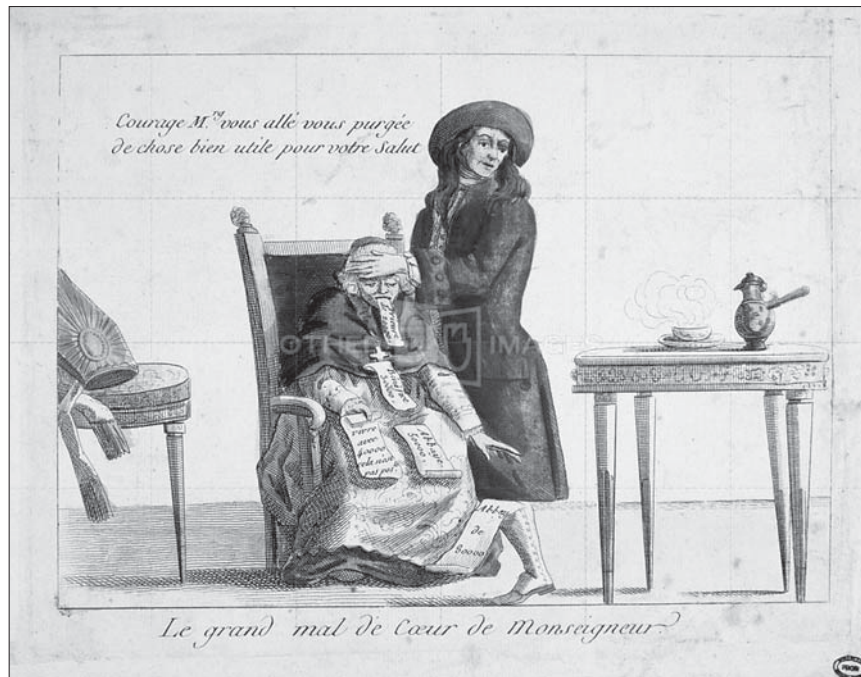
Provide evidence to support your answer.

20 marks
SECTION B – continued
TURN OVER

France

Revolutionary ideas, leaders, movements and events – French Revolution 1781 to 4 August 1789

Question 1



A French engraving

Source: *Le grand mal de Cœur de Monseigneur* ('The Great Heartbreak of Monsignor'), 1789; from www.outrasimagens.com
Bibliothèque nationale de France

The writing in the image says:

'Have courage Monsignor, you are going to purge yourself of all things, which will make you feel better.'

Pieces of paper on Monsignor's lap and falling to the floor show monetary amounts received.

- Identify the **two** social groups shown in the representation.
2 marks
- Identify **two** features of the representation that indicate criticism of a social group.
2 marks
- By referring to parts of the representation and using your own knowledge, explain why the group symbolised by the figure sitting on the chair was resented.
6 marks
- Evaluate the extent to which this representation is a complete depiction of the cause of tension up to 1789. In your response, refer to parts of the representation and to different views of the causes of tension that contributed to the Revolution in 1789.
10 marks

Creating a new society – French Revolution 5 August 1789 to 1795

Question 2 – Essay response

The French Revolution was strongly rejected by some groups in society, yet supported by others. However, in the end it failed to satisfy anyone.

Do you agree?

Provide evidence to support your answer.

20 marks

SECTION B – continued

Russia

Revolutionary ideas, leaders, movements and events – Russian Revolution 1905 to October 1917

Question 1



Source: Nikolai M Kochergin, *Storming the Winter Palace on 25th October 1917*, oil on canvas;
from http://all-art.org/Visual_History/481.htm

- a. Identify **two** groups depicted in the representation.
2 marks
- b. Identify **two** features that suggest the storming of the Winter Palace did not take place easily.
2 marks
- c. By referring to parts of the representation and using your own knowledge, explain the significance of this event in the course of the Revolution.
6 marks
- d. Evaluate the extent to which this representation provides a complete depiction of the revolutionary situation in Russia in October 1917.
In your response, refer to parts of the representation and to different views of the Revolution.
10 marks

Creating a new society – Russian Revolution November 1917 to 1924

Question 2 – Essay response

The revolutionaries of 1917 promised ‘power to the working class’, but instead the revolution brought only terror to the people of Russia.

To what extent do you agree with this assessment of the Revolution in Russia from 1917 to 1924?

Provide evidence to support your answer.

20 marks

China

Revolutionary ideas, leaders, movements and events – Chinese Revolution 1898 to 1949

Question 1



Source: Cai Liang, *Peasant sons*, 65 × 52 cm; from Lincoln Cushing and Ann Tompkins, *Chinese Posters, Art from the Great Proletarian Cultural Revolution*, Chronicle Books, San Francisco, 2007, p. 93
Digital image courtesy of Lincoln Cushing/Docs Populi.

- a. Identify **two** social groups depicted in the representation.
2 marks
- b. Identify **two** ways in which the artist emphasises the importance of Mao.
2 marks
- c. By referring to parts of the representation and using your own knowledge, explain Mao's ideas about the importance of the peasants to the Revolution.
6 marks
- d. Evaluate the extent to which this representation is a complete depiction of the reasons for the communist victory by 1949.
In your response, refer to parts of the representation and to different views of the Revolution.
10 marks

Creating a new society – Chinese Revolution 1949 to 1976

Question 2 – Essay response

In June 1981, the Central Committee of the Communist Party of China concluded that Mao's great earlier contributions outweighed the serious errors of his later years.

Do you agree?

Provide evidence to support your answer.

20 marks