

Victorian Certificate of Education
2014**HISTORY: Revolutions**
Written examination**Monday 10 November 2014****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 21 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** in the space provided on the front cover of the answer book.
- Indicate in the answer book the revolution 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 (10 marks)

Using **three or four** points, explain how the effects of the French and Indian War contributed to the development of the American Revolution from 1763 up to and including 1770.

Provide evidence to support your answer.

Question 2 (10 marks)

Using **three or four** points, explain how the ideas and actions of Patrick Henry contributed to a revolutionary situation from 1765 up to and including 1776.

Provide evidence to support your answer.

Creating a new society – American Revolution 1776 to 1789

Question 3 (20 marks)



Source: Benjamin Tanner, *America Guided by Wisdom*, c. 1815, engraving (after a drawing by John J Barralet); from Alfred F Young and Terry J Fife, with Mary E Janzen, *We the People: Voices and Images of the New Nation*, Temple University Press, Philadelphia, 1993, p. 198
The writing on the shield says: 'Union and Independence'.

- a. Identify **two** symbols in the representation that depict the government of the new society. 2 marks
 - b. Identify **two** features of the representation (not mentioned in **part a.**) that reflect the idea of success. 2 marks
 - c. By referring to parts of the representation and using your own knowledge, explain the way the new society was governed by 1789. 6 marks
 - d. Evaluate to what extent this representation provides an accurate depiction of the new society by 1789. 10 marks
- In your response, refer to parts of the representation and to different views of the Revolution.

France

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

Question 1 (10 marks)

Using **three or four** points, explain how demands for the calling of the Estates General contributed to the development of the Revolution in France from 1787 up to and including 4 August 1789.

Provide evidence to support your answer.

Question 2 (10 marks)

Using **three or four** points, explain how the movement of troops to Paris from 22 June to 1 July 1789 contributed to a revolutionary situation up to and including 4 August 1789.

Provide evidence to support your answer.

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

Question 3 (20 marks)



Photograph: Museum of the French Revolution, Vizille, France

Source: *Memorable Day at Versailles, 5 October 1789*; from Jack R Censer and Lynn Hunt, *Liberty, Equality, Fraternity: Exploring the French Revolution*, The Pennsylvania State University Press, University Park, 2008, p. 58

- a. Identify **two** social groups that are depicted in the representation. 2 marks
- b. Identify **two** features depicted in the representation that suggest the people had won a victory. 2 marks
- c. By referring to parts of the representation and using your own knowledge, explain why the events of 5 and 6 October 1789 occurred. 6 marks
- d. Evaluate to what extent this representation provides an accurate depiction of the pressures that consolidated the Revolution from October 1789 up to and including 1795.
In your response, refer to parts of the representation and to different views of the Revolution. 10 marks

Russia

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

Question 1 (10 marks)

Using **three or four** points, explain how the growth of industry contributed to the development of the Revolution in Russia from 1905 up to and including October 1917.

Provide evidence to support your answer.

Question 2 (10 marks)

Using **three or four** points, explain how Tsarina Alexandra contributed to a revolutionary situation in Russia from 1905 up to and including February 1917.

Provide evidence to support your answer.

Creating a new society – Russian Revolution November 1917 to 1924

Question 3 (20 marks)



Photograph: David King Collection

Source: Nikolai Kogout, *We Defeated the Enemy with Weapons – With Hard Work We Will Get Our Bread. Everyone to Work, Comrades*, 1920; from David King, *Russian Revolutionary Posters: From Civil War to Socialist Realism, From Bolshevism to the end of Stalin*, Tate Publishing, London, 2012, p. 41

- Identify **two** social groups that are depicted in the representation. 2 marks
- Identify **two** symbols of revolutionary spirit (not mentioned in **part a.**) that are depicted in the representation. 2 marks
- By referring to parts of the representation and using your own knowledge, explain what led to the conditions city workers experienced from November 1917 up to and including 1921. 6 marks
- Evaluate to what extent this representation provides an accurate depiction of the challenges faced by the Bolsheviks in the consolidation of the new society up to and including 1924.
In your response, refer to parts of the representation and to different views of the Revolution. 10 marks

China

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

Question 1 (10 marks)

Using **three or four** points, explain how Dowager Empress Cixi and the Qing Court contributed to a revolutionary situation in China from 1898 up to and including 1911.

Provide evidence to support your answer.

Question 2 (10 marks)

Using **three or four** points, explain how the 1919 Treaty of Versailles and the May 4th Movement contributed to the development of the Chinese Revolution up to and including 1921.

Provide evidence to support your answer.

Creating a new society – Chinese Revolution 1949 to 1976

Question 3 (20 marks)



Source: artist unknown, *The people's commune is good; happiness will last for ten thousand years*, c. 1960; from Stefan R Landsberger and Marien Van Der Heijden, *Chinese Posters*, Prestel Verlag, Munich, 2009, p. 103
The characters written on the red lantern say: 'Long live the people's communes'.

- Identify **two** features of the representation that depict celebration. 2 marks
- Identify **two** ways in which the artist suggests that changes to China's agricultural policies have been successful. 2 marks
- By referring to parts of the representation and using your own knowledge, explain the challenges that changes to agriculture created for the Chinese Communist Party up to and including 1961. 6 marks
- Evaluate to what extent this representation provides an accurate depiction of the reconstruction of China by the Chinese Communist Party up to and including 1965.
In your response, refer to parts of the representation and to different views of the Revolution. 10 marks

**END OF SECTION A
TURN OVER**

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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.

Revolution	Page
America	14
France	16
Russia	18
China	20

America

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

Question 1 (20 marks)

John Hancock, president of the Second Continental Congress, ‘Declaration of the Causes and Necessity of Taking up Arms’, 6 July 1775;

from Richard Hofstadter (ed.), *Great Issues in American History: From the Revolution to the Civil War, 1765–1865*, Vintage Books, New York, 1958, pp. 47 and 52

... a reverence for our great Creator, principles of humanity, and the dictates of common sense, must convince all those who reflect upon the subject, that government was instituted to promote the welfare of mankind, and ought to be administered for the attainment of that end. The legislature of Great Britain, however, stimulated by an inordinate passion for a power ... where regard should be had to truth, law, or right, have at length, deserting those, attempted to effect their cruel and impolitic purpose of enslaving these Colonies by violence, and have thereby rendered¹ it necessary for us to close with their last appeal from Reason to Arms. – Yet, however blinded that assembly may be, by their intemperate rage for unlimited domination, so to slight² justice and the opinion of mankind, we esteem ourselves bound, by obligations of respect to the rest of the world, to make known the justice of our cause ...

In our own native land, in defence of the freedom that is our birth-right, and which we ever enjoyed till the late violation of it – for the protection of our property ... against violence actually offered, we have taken up arms.

¹**rendered** – made

²**slight** – disregard

- a. Identify **two** reasons, stated in the extract, for the belief that government was instituted for the welfare of mankind. 2 marks
- b. Identify **two** reasons, stated in the extract, why the colonists believed it was necessary to take up arms. 2 marks
- c. By quoting from the extract and using your own knowledge, explain how ideas were used to oppose British authority in the colonies up to and including 1775. 6 marks
- d. Evaluate to what extent this extract provides an accurate depiction of the causes of the American Revolution up to and including 1776.
In your response, quote parts of the extract and refer to different views of the causes of the American Revolution. 10 marks

Creating a new society – American Revolution 1776 to 1789**Question 2 – Essay response (20 marks)**

George Washington stated: ‘It is yet to be decided, whether the Revolution must ultimately be considered as a blessing [benefit] or a curse ...’

To what extent was the new society in America a benefit or a curse for its people?

Use evidence to support your answer.

France

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

Question 1 (20 marks)

George Rudé, *Revolutionary Europe 1783–1815*, The Fontana History of Europe, Collins, Great Britain, 1967, pp. 73 and 74

Then, on top of this cyclical depression, came the sudden economic catastrophe of 1787–89, which took the form of bad harvests and shortage, with the price of wheat doubling within two years in the main productive regions of the north and reaching record levels in 27 of the 32 *généralités* in mid-summer 1789. The crisis hit the bulk of the peasantry both as producers and as consumers; as proprietors, tenants, share-croppers or labourers; as wine-growers, dairy-farmers or wheat-growers. From agriculture it spread to industry; and unemployment, already developing from the ‘Free Trade’ treaty of 1786 with England, reached disastrous proportions in Paris and the textile centres of Lille, Lyons, Troyes, Sedan, Rouen and Rheims. Another result was that wage-earners and all small consumers, in both town and countryside, were compelled by the rapid rise in food-prices to increase their daily expenditure on bread from perhaps half to three-quarters, or even four-fifths, of their earnings. Thus, peasants and urban craftsmen and workers were drawn together in common hostility to government, landlords, merchants and speculators; and these classes entered the Revolution in a context of increasing poverty and hardship rather than of ‘prosperity’¹.

¹**prosperity** – having plenty

- a. Identify **two** ways, stated in the extract, in which the economic crisis hit the peasantry in 1789. 2 marks
- b. Identify **two** social groups, stated in the extract, who were drawn together in common hostility towards the government and other groups in 1789. 2 marks
- c. By quoting from the extract and using your own knowledge, explain the effects of economic hardship on the people of France up to and including 4 August 1789. 6 marks
- d. Evaluate to what extent this extract provides a complete depiction of the causes of the French Revolution up to and including 4 August 1789.
In your response, quote parts of the extract and refer to different views of the causes of the French Revolution. 10 marks

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

Question 2 – Essay response (20 marks)

Historian William Doyle stated: ‘... [the revolutionaries] fought and persecuted each other ... and set about the systematic elimination of everybody who stood in their way ...’

Source: William Doyle, *The Oxford History of the French Revolution*, Oxford University Press, New York, 2002;
by permission of Oxford University Press, www.oup.com

To what extent were the revolutionaries united in creating the new society?

Use evidence to support your answer.

Russia

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

Question 1 (20 marks)

Rex A Wade, *The Russian Revolution, 1917*, Cambridge University Press, Cambridge, 2005, p. 27

The war added yet a new social factor to the restive¹ workers and educated society: discontented soldiers. After the devastating casualties of 1914–16, anger and despair at their dangerous lot² drove them to the brink³ of rebellion. Several small-scale unit mutinies and refusals to return to front-line positions took place in 1916. Self-wounding and desertion rates rose. Front soldiers wanted out of the carnage, new draftees at the rear garrisons dreaded marching orders, while recuperating wounded desperately hoped to avoid being sent back to the fighting. To these natural fears were added social tensions within the military. The rank and file of the army were composed mainly of peasants, with workers and other urban lower-class elements making up the rest. The officer corps was drawn mostly from educated society, noble and non-noble. For the peasants and workers of the army rank and file, the harsh and degrading terms of service seemed a continuation of serfdom, of a servitude in which they were at the complete mercy of the officer, whom they saw as an extension of the ‘lord,’ the ‘master.’ Between officers and men a vast gap loomed. To compound the social division, the very purpose of the war divided them. Educated society adopted a strongly nationalist outlook after 1914. The peasant and worker masses, on the other hand, quickly lost interest in the goals of the war, seeing it as a purposeless slaughter, a heavy burden they carried for the benefit of others. Their alienation, fears and resentments prepared them for their role in the revolution.

¹**restive** – restless

²**lot** – position

³**brink** – edge

- a. Identify **two** groups within the army that are stated in the extract. 2 marks
- b. Identify **two** grievances of the troops that are stated in the extract. 2 marks
- c. By quoting from the extract and using your own knowledge, explain the social tensions that contributed to the outbreak of revolution in February 1917. 6 marks
- d. Evaluate to what extent this extract presents a complete depiction of the causes of the Revolution in Russia up to and including October 1917.
In your response, quote parts of the extract and refer to different views of the causes of the Russian Revolution. 10 marks

Creating a new society – Russian Revolution November 1917 to 1924**Question 2 – Essay response** (20 marks)

To what extent was a lack of opposition responsible for Bolshevik success from November 1917 to 1924?

Use evidence to support your answer.

China

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

Question 1 (20 marks)

Rana Mitter, *A Bitter Revolution: China's Struggle with the Modern World*, Oxford University Press, New York, 2004, p. 149; by permission of Oxford University Press, www.oup.com

In many interpretations, 1927 is the year when Chiang Kaishek¹ betrayed his CCP colleagues and sold out China's chance of revolutionary social change ...

However, it did not appear that way at the time to many others. The dominant understanding among those who were interested in politics was rather different. After years of feuding, China had a new government. Chiang Kaishek had declared the establishment of his Nationalist administration in Nanjing² in 1928, and it was given international diplomatic recognition fairly fast. In retrospect, this has been seen as the recognition of a 'safe' government sympathetic to bourgeois and capitalist interests. Yet at the time, the Nationalist government was an unknown, and in some ways quite frightening, prospect for both of those groups. It was just a few months since British diplomats had referred to Chiang, then in alliance with the CCP, as 'the little red general'. Although it became clear, to the approval of these same groups, that the Nationalist government would be virulently anti-Communist, its other policies were hardly designed to offer comfort to the foreign powers. First and foremost, the Nationalists saw themselves as a revolutionary party, emphatically not a party of the status quo, and Sun Yatsen's³ declaration that 'the revolution is not yet complete' was stamped on official documents of the new government. Although the Nationalists certainly saw themselves as taking up the legacy of the 1911 revolution, they did not consider themselves yet to have completed their task.

¹**Chiang Kaishek** – Chiang Kai-Shek or Jiang Jieshi

²**Nanjing** – Nanking

³**Sun Yatsen** – Sun Zhongshan

- a. Identify **two** interpretations of Chiang Kaishek's actions in 1927 that are stated in the extract. 2 marks
- b. Identify **two** groups, stated in the extract, who may have found the new Nationalist government 'quite frightening'. 2 marks
- c. By quoting from the extract and using your own knowledge, explain why the Nationalists saw themselves as revolutionaries. 6 marks
- d. Evaluate to what extent this extract provides an accurate depiction of the Nationalist government in the years from 1927 up to and including 1949.
In your response, quote parts of the extract and refer to different views of the Chinese Revolution. 10 marks

Creating a new society – Chinese Revolution 1949 to 1976

Question 2 – Essay response (20 marks)

To what extent did Mao's belief in permanent revolution cause difficulties and crises for Chinese society in the period from 1958 up to and including 1976?

Use evidence to support your answer.