

2015 VCE History: Revolutions examination report

General comments

The 2015 History Revolutions examination assessed the key skills and key knowledge indicated in the *VCE History Study Design 2005–2015*. The examination consisted of two sections, and students were required to answer on a different revolution in each section.

Most students utilised the space provided for each answer in the answer book. Extra space was provided in the answer book at the end of Section A and at the end of Section B. Students appeared familiar with the layout of the examination paper and answer book as few students wrote answers in the incorrect place in the answer book. There were few incomplete responses, and most answers displayed the key knowledge of the study.

The highest-scoring answers were impressive in the use of precise factual information such as statistics, legislation, correct names of social groups and events with dates. High-scoring students demonstrated knowledge by providing factual primary evidence rather than depending solely on what historians have said. Answers were generally well organised, and high-scoring answers often presented information in chronological order or in themes.

It should be noted that:

- a thoughtful engagement with the key knowledge of the study is required to articulate ideas that are personal and not prepared. Some students seemed to rely on prepared responses. This precludes any thoughtful engagement with the study
- formulaic structures in Questions 1d. and 3d. hindered some students' engagement with the questions.

Specific information

Note: Student responses reproduced in this report have not been corrected for grammar, spelling or factual information

This report provides sample answers or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

The statistics in this report may be subject to rounding resulting in a total more or less than 100 per cent.

Section A – Revolution one

Revolutionary ideas, leaders, movements and events

Revolution chosen	none	America	France	Russia	China
%	0	13	40	38	9

Question 1

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	5	4	8	14	14	17	16	12	6	3	1	4.7

Question 2

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	14	6	10	12	13	14	13	10	6	2	1	4.1

Questions 1 and 2

High-scoring answers displayed detailed, precise factual knowledge and used primary evidence, often shown by dates in brackets after the named event. Answers were usually successfully signposted with 'firstly', 'secondly' and 'thirdly', which set up an excellent structure for the answer and gave events in chronological order. High-scoring responses avoided repeating the question. Reference to the question terms 'the development of the Revolution' and 'contributed to a revolutionary situation' was integrated throughout high-scoring answers. These phrases occurred as each piece of information was explained, rather than just referred to at the end in an attempt to tie the answer to the question. The majority of students showed confidence with the concept of a path to Revolution. Some used the words 'revolutionary situation' when the question was on 'development of the Revolution'. These terms are not interchangeable, and the way many students used them showed a weak understanding of the requirements of Questions 1 and 2. The question about 'contributing to a revolutionary situation' examined an understanding of events that provides an immediate trigger for Revolution. Responses should have referred to the specific events that created a potentially volatile situation. The difference between high-scoring and low-scoring answers was in the range of factual evidence and the linking of information to the question terms 'development of the Revolution' or 'revolutionary situation'.

America

Question 1 asked how ideas of American nationhood and ideas of free and natural-born subjects contributed to the development of the Revolution from 1763 up to and including 1776. Excellent answers identified the Lockean ideals of 'life, liberty and estate'. The highest-scoring answers showed that during the 'salutary neglect', a sense of nationhood developed as colonists saw themselves as American colonists rather than British. Answers showed impressive use of chronology of events from the *Proclamation Act*, the Boston massacre, the *Quartering Act*, the Olive Branch Petition at the Second Continental Congress and the King's rejection leading to war.

Question 2 was on how the Battle of Lexington-Concord and the British response contributed to a revolutionary situation from 1775 up to and including 1776. The highest-scoring answers explained how a revolutionary situation was created by Britain's decision to embark on a military response to the colonists' protests and reclaim their authority. The answers showed the chronology of events including Gage's order to seize all ammunition, the march on Concord, Paul Revere's ride warning of the approaching militia, the formation of the blockade in Lexington and the exchange of shots leading to the death of seven colonists and the harassment of British troops on their return to Boston. Answers explained that the British willingness to use force of arms breached the colonists' belief of their 'Natural Rights' and was supported by the 'Declaration of the Causes and Necessity of Taking up Arms' creating a revolutionary situation by 1776.

America, Question 2

The answer below received a score at the lower end of the top range. It shows a clear ability to think through the development of the Revolution. The range of information is not as comprehensive as other high-scoring answers, but all points contribute well to the answer. It commences with a clear opening statement that sets up the answer, clearly addressing all parts of the question and signposting the argument to follow. It contains accurate and detailed information, demonstrated by the inclusion of dates, names and statistics. The path of the development of revolution is clearly understood.

The battle of Lexington and Concord (1775) began the revolution proper, and the British response of declaring the colonies in a state of open rebellion, abolished any hope of reconciliation between the two parties.

The Battle saw the conveyning of the Second Continental Congress in 1775, were a committee of delegates including Thomas Jefferson, Benjamin Franklin and John Adams, drafted the Declaration of Independence which would ultimately come to be signed in 1776.

Additionally the Battle saw widespread outrage amongst the colonists, which resulted in 100,000 Massachusetts militamen besieging the city of Boston in what would become known as the Battle of Bunker Hill (1775).

The Battle of Lexington and Concord, and the ensuing defeat at Bunker Hill highlighted the need for a colonial army, and thus, the Continental Congress commissioned George Washington as the Commander-in-Chief of the Continental Army in 1776.

The British response to this, aiming to crush the rebellion rather than negotiate, saw the escalation of the situation into full blown war, abolishing any hope of peaceful reunification of the Empire.

Ultimately, the Battle of Lexington and Concord and the British response, saw the escalation from rebellion to war occur, culminating in colonial delegates signing the Declaration of Independence in 1776.

France

Question 1 was on how Enlightenment ideas contributed to the development of the Revolution from 1787 up to and including 4 August 1789. The highest-scoring answers named philosophes such as Rousseau, Montesquieu and Voltaire and their writing. They then made links between the key ideas of each to precise events in the development of the Revolution. For example, many answers noted Montesquieu's ideas about the separation of powers in 'The Spirit of the Laws' 1748, and made links to the refusal of the Notables to agree to Calonne's reforms in 1787 and the Parlement of Paris in 1788, and their assertion that the Lit de Justice issued by the King in 1788 was invalid. This was then linked to the development of the Revolution by the demand that only the nation could agree to reforms and the calling of the Estates General. Many answers referred to Rousseau's *The Social Contract* 1762, and made links to Abbé Sieyès' 'What is the Third Estate?' and the renunciation of feudal dues on 4 August 1789. Low-scoring answers identified one or two

philosophes and described their ideas without showing the links to how they contributed to the development of the Revolution.

Question 2 concerned how the locked doors of the Assembly meeting hall on 20 June 1789 contributed to a revolutionary situation, and many answers showed an impressive knowledge of the chronology following this event up to 4 August.

High-scoring answers demonstrated excellent knowledge by referring to the build-up of anger when the King announced a Royal Session, and the Third Estate, already frustrated by the deference shown to the First and Second Estate in verifying credentials, in defiance of the King, went to a tennis court and swore an oath (Tennis Court Oath, 20 June 1789) not to disband until they had a constitution. Answers then showed excellent knowledge of the chronology of the revolutionary situation, mentioning the fear and anger caused by the number of troops that were moved to Paris, 20 000 by 1 July and 30 000 by 11 July 1789. They then explained the ensuing fear and panic that the King intended to crush the National Assembly, the dismissal of Necker, the role of Camille Desmoulins in inciting the crowd, the attack on the Bastille on 14 July, the formation of the National Guard, the Great Fear and the revolutionary situation that was created which led to the 4 August Decrees.

The answer below scored in the lower end of the top range. While this answer contains some flaws in expression that contradict intended meaning, it is focused on the development of the Revolution. It contains relevant and accurate examples and makes excellent links between Enlightenment ideas and actions, and events along the path to revolution. The knowledge shows precision and detail by the dates given in brackets. The examples extend to 4 August 1789.

France, Question 1

Through the impact of the Philosophes and the American war of Independence (1783), they were able to contribute to the development of the Revolution by exploring new ideas and further, through spreading enlightenment thought. Firstly, Lafayette, by being aware of the actions within America at a time of Revolution was able to bring a sense of patriotism to France through his role within the Revolution. The principle of 'the nation' and 'citizen' essentially were utilised in the Tennis Court Oath (June 20 1789) in which the National Assembly refused to take a solemn oath until the constitution of the kingdom was established. Thus, the idea of the constitution derived from the American war that allowed Lafayette, as Commander of the National Guard (15 July 1789) to instil the notion of a constitution monarchy in France. Secondly, Rousseau's notion of a 'social contract' contributed to the development of the Revolution by highlighting the weakness of the King. The Social Contract essentially demonstrated the link that binds the monarch to the people and thus illustrated the need to fulfil the desires of the people. Further, Rousseau's idea of a 'law not made by the people is not a law at all' transferred to the Parlement of Paris (2 July 1787) who refused the approval of Brienne's tax bills as they believed it should be approved by those who had to bear it, contributing to the discontent of the monarch in Paris. Thirdly, Montesquieu idea of the separation of powers contributed to Revolution through limiting the King's powers and thus creating dissatisfaction for the monarchy. The notion of having an executive, a parliament and a judiciary not influenced by each other saw the destruction of the principle of divine right and thus catalysed the desire for the nobles on the 4th August 1789, to abolish feudal privileges as the first step towards the destruction of the old regime.

Russia

Question 1 was on how war and revolutionaries contributed to the development of the Revolution from 1914 up to and including October 1917. High-scoring responses demonstrated knowledge of worsening conditions during World War I, losses of the battles of Tannenberg and Masurian Lakes, the Tsar's decision to become Commander in Chief in August 1915 leaving the Tsarina in control, and industrial strikes by the Putilov steel workers 23 February 1917 leading to the Tsar's abdication. They then explained the failure of the Provisional Government to address workers' demands, the return of Lenin in April 1917, the April Theses and the October Revolution. Making links to the development of the Revolution was generally not given the focus required.

Question 2 was on how Soviet Order No. 1 contributed to a revolutionary situation from March 1917 up to and including October 1917. High-scoring responses displayed detailed knowledge of what the Order stated and how this led to a refusal to work harmoniously with the Provisional Government, thus causing a situation where the Provisional Government could not control the army. Many students knew details about soldiers' committees and the breakdown of formal deference to officers in the terms of address. Low-scoring responses contained general information about the failure of the Provisional Government rather than Soviet Order No. 1 and did not integrate links to a revolutionary situation throughout the answer.

China

Question 1 was on how Sun Yat-sen (Sun Zhongshan) and the Tongmenghui resistance movement contributed to a revolutionary situation from 1905 up to and including 1911.

Low-scoring responses displayed a familiarity with Sun Yat-sen's main ideas but did not show detailed knowledge of 1911. The highest-scoring responses demonstrated knowledge of the merging of revolutionary groups to form the Tongmenghui in August 1905, abiding by Sun's Three Principles of 'Nationalism, Democracy and People's Livelihood' and the spreading of anti-Qing sentiment. They identified the criticism of the nationalisation of railways 9 May 1911, the monarchy's borrowing from foreign nations and boycotts of foreign goods. The highest-scoring students knew details of 1911 and included the role of the Tongmenghui in the Wuhan uprising 10 October 1911, creating a revolutionary situation. Many students needed to pay greater attention to the term 'revolutionary situation'.

Question 2 was on how the second Sino-Japanese War, 1937–1945, contributed to the development of the Revolution up to and including 1945. The highest-scoring responses explained the economic effects of the War, taxation, printing money and the effects on the Nationalist Government. They explained how it developed the Revolution because, in comparison, the peasants living in Yen'an under the communists appeared better off, which developed support for the communists, doubling the number living under communism between 1940 and 1945. The highest-scoring responses also detailed Chiang's military losses, the Rape of Nanjing and loss of faith in Chiang as a military leader as he ended the Second United Front and focused on defeating the communists, which decreased his popularity and demonstrated his lack of nationalism.

Creating a New Society

Question 3a.

Marks	0	1	2	Average
%	2	15	84	1.8

Question 3b.

Marks	0	1	2	Average
%	8	30	63	1.6

Question 3c.

Marks	0	1	2	3	4	5	6	Average
%	7	13	28	26	16	8	2	2.6

Question 3d.

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	8	6	11	15	15	14	13	10	6	2	1	4.2

Most students were able to name social groups and symbols from the image. However, many needed to identify the most obvious features of images. Generally, answers showed the skill of explaining information, and the highest-scoring responses quoted statistics and named policies or events.

Question c.

The highest-scoring responses briefly expressed the main idea depicted in the image and then added detailed factual knowledge, containing dates and names, from the depicted period. Low-scoring responses showed an over-reliance on the image, failed to explain the main message of the image or just explained what the image showed. Many responses attempted to identify the strengths and weaknesses of the image; however, answers to Question c. should not have contained this sort of analysis. Some answers also attempted to refer to historians, which was not required.

For many students, use of the source attributions was poor. Some students incorrectly referred to the author of the secondary source, where the image came from, as the creator of the image.

Question d.

High-scoring responses to Question 3d. started with a statement about the viewpoint in the image and discussed it in the context of information and other views.

Many responses referred to the wrong historian for their Revolution and some appeared to have fabricated a name of a historian, or incorrectly applied historians' names.

Many students attempted to structure their answer by using 'firstly, secondly, thirdly'; however, such an approach was not appropriate for this task. Another weak approach was to list what was missing from the image. Many responses simply referred to 'bias'. Quite a few students only gave their own view with a passing reference to historians' views by using brackets around the name. Answers that simply described what the source did not show were the lowest-scoring. Many

answers simply provided information about the period. While some provided accurately detailed information, this did not meet the demand of the question, which was to discuss viewpoints of the Revolution. The highest-scoring students showed understanding of the viewpoint about the event that was suggested by the image. They used this as a starting point for a discussion of the viewpoint, integrated it with their own view and made comparisons to a range of historians' views, which were supported with factual information. Alternatively, some good answers discussed a range of historians' views towards the end.

America

The painting *Washington Crossing the Delaware* was accessible to most students and they correctly identified symbols of revolutionary ideas and revolutionary spirit.

Answers to Question 3c. showed good knowledge of George Washington's role as Commander in Chief of the Continental Army. They referred to the Battle of Long Island, Washington's 'Fabian tactics' and the necessity of crossing the Delaware when all appeared lost, leading to victory at the Battle of Trenton. Many students referred to Washington being able to boost morale by reading out loud to the men from Paine's 'American Crisis'. Question 3d. asked for an evaluation of the extent to which the representation was an accurate depiction of the challenges faced by the colonists in consolidating the new society up to and including 1789. Most students acknowledged the painting as an idealised representation but saw it as useful by its depiction of the challenges faced by the soldiers in the Revolutionary War. They referred to the role of Washington, the low morale, starvation, lack of military training and the brutal winter. They then compared to other views, including Zinn, who they stated took the view that the War brought benefits to some but the majority of the population suffered unequal treatment or lack of rights. Some students stated that the source did not show the weakness of the Articles of Confederation. Answers referred to Countryman's claim that the new society was at its weakest throughout the Revolutionary War. The highest-scoring answers referred to the mythologising of the new society.

France

Brenet's painting of *Louis XVI Swearing Loyalty to the Constitution on the Altar of the Homeland* produced good responses. There was little difficulty in identifying social groups and features that depicted a 'revolutionary achievement'. However, many students displayed a poor ability to understand the mood and body language of figures in the painting. They often incorrectly identified Louis as 'angry' or 'rejecting' the Constitution. In Question 3c., most students showed knowledge of France being governed by a constitutional monarchy and that Louis had a 'suspensive veto' and was to be known as King of the French. High-scoring responses explained that France was divided into 83 departments, was given a uniform system of justice and that social distinctions were removed. They referred to 'active' and 'passive' citizens, the Civil Constitution of the Clergy, the Clerical Oath and ideas of merit. Some students forecast how France would end up being governed with the use of the Terror. Many students did not refer to features in the image. Question 3d. asked students to evaluate to what extent the image provided an accurate depiction of Louis's response to the Revolution from 1790 to 1793. Students who began their answers with the viewpoint depicted in the image had an excellent structure on which to build their answer. The highest-scoring students understood that the image depicted a glorified view of Louis's acceptance of the Revolution. They showed that the viewpoint of the painting was not accurate as Louis was perceived to have betrayed the Revolution by fleeing France. Many students discussed the way the reform of the Church and the Clerical Oath affected Louis. The highest-scoring responses included discussion of historians' views, such as Doyle, who they stated held the view that the reform of the Church divided support for the Revolution. Low-scoring responses usually referred to Schama's view that violence drove the Revolution; however, they did not link this to an argument about what the painting portrayed. Many low-scoring responses only referred to historians' views in passing.

The answer below scored at the top of the high range. It shows insight, an ability to infer and a sophisticated understanding of the key issues arising from the image. It also contains a range of precise and accurate information that supports the answer to the question about the way France was to be governed.

France, Question 3c.

The new society was to abolish feudalism by 1791, and mark the end of seigneurial courts as the implementation of one judiciary court for all citizens was implemented on 1 Oct 1789. The new society was to be governed with Louis as King, yet it was to be a Constitutional Monarchy, where the National Assembly were to be governing the people and the King was denied suppressive veto, meaning he could delay laws but could not stop them. As shown in the extract, the bourgeois deputies had a higher authority, as they protected property as it was an 'inalienable right'. The Church was to be given less power, as its land was nationalised on 2 November 1789 and nobility was abolished on 19 April 1790, making all people citizens. Yet the new society through the Marc d'argent law only gave active citizens the right to vote (meaning they had to be male, older than 25 years of age and pay up to 10 days in tax), thus the new society and constitution benefitted the bourgeois, as seen in the image with the member of the Third Estate residing below the King and bourgeois deputies.

Russia

The title of the image by Dmitrii Moor, *Proletarians of all Lands, Unite. Long Live the International Army of Labour: Only Commanders from the People will Lead the Red Army to Victory*, 1918, should have signalled to students that it was propaganda produced during the Civil War. Many responses showed a lack of understanding of the stances and facial expressions of the figures in the image. Many answers identified the figures as 'angry'. Some answers to Question 3c. on why these social groups were asked to unite seemed unable to locate the source in the Civil War period. It seemed that very few students made use of the attributions that accompanied the source. However, most good answers referred to the lack of support as demonstrated by the voting for the Constituent Assembly in 1918. They showed good knowledge of the white forces opposing the Bolsheviks and the introduction of War Communism in 1918. Question 3d. asked students to evaluate the extent to which the image provided an accurate depiction of the support the social groups gave to the Bolshevik regime. High-scoring responses discussed War Communism and the fall in support given to the Bolsheviks demonstrated by Kronstadt. Some excellent answers understood that the NEP created renewed support. High-scoring responses often referred to Lynch's claim that the state was repressive and support was enforced, Figes' view that the Bolsheviks sought total control over labour or Pipes's view that the period after 1918 only benefitted a few. Low-scoring responses did not engage with the image's viewpoint or with discussion of views but simply presented a list of limitations of the source and made passing reference to historians.

The following answer to Question 3d. is an exceptional response and scored at the top of the high range. It establishes the viewpoint of the source and is fully focused on a discussion of its merits as a representation of the period, through comparison to other views and an impressive range of evidence. The source is therefore a springboard for discussion beyond the source. It shows an excellent ability to infer meaning from the source and consistently analyses carefully selected and relevant evidence, from the whole of the question time frame (1918–1924) throughout the answer.

Russia, Question 3d.

This representation provides an extremely inaccurate depiction of the support industrial workers and peasants gave to the Bolsheviks from 1918 to 1924. The Bolsheviks maintained power through what Volkogonov has described as 'the most repugnant means...mass terror against their own people' enforced through the Cheka under Felix Dzerzhinsky. Pipes concurs that 'the machine gun had become for [the Bolsheviks] the principle instrument of political persuasion'. Thus, the industrial workers and peasants can be seen not to have given their support to the Bolsheviks, having been persuaded by their political arguments as implied in the document, rather the Bolsheviks had resorted to violent intimidation of opposition as the only means of retaining power.

The Bolshevik policy of war communism (1918-21), adopted, according to Figes 'as a means of making civil war' alienated these classes from the Bolsheviks. Under this policy, industrial production fell to 33% of 1913 levels, at 2004 million tonnes, while grain requisitioning induced famine from 1921-22 in which 5 million people died, and resulted in grain production falling to 50% of 1913 levels, 37.6 million tonnes in 1921. The pursuance of this policy led to the militarisation of labour, resulting in the Bolsheviks losing the support of the industrial working class, while grain requisitioning (such as that in the Samara region, the amount requisitioned exceeded the surplus harvested by 30%) alienated the peasants. Rosenberg summarises this situation 'after October nothing seemed to have changed for the better'. This analysis is affirmed by Volkogonov who states 'the Bolsheviks could provide nothing chaos, civil war, hunger and terror'.

The Kronstadt Revolt (26 February-17 March 1921) is a principle example of diminished support for the Bolsheviks. The Kronstadt sailors, whom Trotsky had earlier described as 'the reddest of the red', presented a petition demanding suffrage and improved conditions for the Russian people, and staged a revolt. This demonstrated that the Bolsheviks' policies had caused them to lose support of even their most natural allies, the 'proletariat' and demonstrates that 'the Bolsheviks had turned into tyrants'. This demonstration of profound loss of support for the Bolsheviks clearly invalidates the source's suggestion that worker and peasant were united in support of the Bolshevik policy.

The industrial workers and peasants may be said to have been more inclined to support the Bolsheviks, in the way suggested by the source after the introduction of the New Economic Policy (1921-24) under which the workplace was demilitarised and grain requisitioning was replaced by 'a tax in kind' which Lenin described as 'the proper socialist exchange of goods'. Under this policy, the average wage rose from 10.2 roubles per month to 20.8 by 1924, industrial output increased to 4660 million tonnes in 1924. Thus, the NEP staved off popular discontent which had emerged from war communism and may be said to have inclined the industrial working class and peasants to support the Bolsheviks as shown in the document, but this support was, nevertheless, according to Pipes 'not wholehearted...[and] established through fear'. Thus the source provides an inaccurate depiction of the support given to the Bolsheviks by these social groups.

China

The image *Go to the Countryside and Border Area Where We Are Most Needed by Motherland* produced some very good answers. Most students were able to answer Questions 3a. and 3b. correctly. Question 3c. asked students to explain the role of youths, including Red Guards, during the Cultural Revolution. Most were able to explain the role of youths in ridding China of the 'Four Olds' and consolidating Mao's power. High-scoring answers also referred to the use of the Red Guards in political struggles such as expelling Liu Shaoqi from the party.

Question 3d. asked to what extent the image provided an accurate depiction of youths, including Red Guards, and the Cultural Revolution. High-scoring responses started with the viewpoint of the image showing the youths' role in developing the cult of Mao but stated that the image failed to depict the violence that occurred. They referred to Salisbury, who they stated compares Mao to an emperor-like figure. Many referred to Chang and Fenby.

Section B – Revolution two

Revolutionary ideas, leaders, movements and events

Revolution chosen	None	America	France	Russia	China
%	0	7	20	49	24

Question 1a.

Marks	0	1	2	Average
%	3	4	93	1.9

Question 1b.

Marks	0	1	2	Average
%	3	13	84	1.8

Question 1c.

Marks	0	1	2	3	4	5	6	Average
%	3	6	24	31	22	12	3	3.6

Question 1d.

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	7	4	9	13	15	18	14	10	6	3	1	4.6

Question 1

The answers on the extracts in Section B were generally better than answers on Section A images but showed similar strengths and weaknesses. Answers to Question 1c. showed that the majority of students relied too heavily on the source for constructing their response. In low-scoring answers there was paraphrasing and summarising, copying of lengthy quotations or simply presentation of limitations in a listing structure. High-scoring answers were able to encapsulate the viewpoint of the source. They started with a brief statement that outlined the main viewpoint of the extract. Many answers to Question 1c. contained historians' views but this was not necessary. The majority of responses to Question 1d. relied too much on providing information at the expense of a discussion of views. Low-scoring answers referred to 'bias' or the extract being a 'secondary source' as a limitation.

America

Students demonstrated a very good ability to extract the information to identify two rights (Question 1a.) and two reasons for people to change a government (Question 1b.).

Question 1c. asked students to explain how conflict between Britain and the colonies contributed to the outbreak of revolution. Most answers contained useful information about the 'injuries' colonists were subjected to by Britain after a period of 'salutary neglect'. They named the *Proclamation Act*, Coercive Acts or 'Intolerable Acts', mentioning the *Sugar Act*, the *Stamp Act*, the *Quartering Act* and the *Tea Act*. They explained how these raised anger in the colonies and quoted from the extract to show it was 'the establishment of an absolute Tyranny'.

Question 1d. asked to what extent the extract provided an accurate depiction of the causes of the American Revolution. Average answers explained that the extract was partially useful as it provided the beliefs of the colonists, and they then provided knowledge of the various policies of the British Government that caused frustration among colonists. However, high-scoring answers viewed the source as an expression of philosophical ideas such as 'Life, Liberty and the pursuit of Happiness' as a cause for the Revolution. They then compared this to other views such as Zinn, who they stated claims the words in the extract did not apply to the majority of people in the new society.

France

The extract about voting by head or by order was accessible to most students and their answers showed that they were familiar with the issue.

Question 1c. asked students to explain the impact of the issue of voting by head or by order. Most students relied too much on the extract, often quoting or paraphrasing several times in the answer, and not showing the effect of the issue in the overthrow of the monarchy. However, high-scoring responses were able to place the extract in the context of social inequality and taxation inequity, and demonstrated good knowledge of the hopes of reform at the Estates General, which was extinguished by the King's decision to vote by order. Answers mentioned the weeks of deadlock, mounting anger with demands for verification of credentials to begin on 10 June, leading to a vote by deputies on 17 June to call themselves the National Assembly, which led to the Tennis Court Oath on 20 June 1789.

Question 1d. asked students to evaluate to what extent the extract was a complete depiction of causes of the French Revolution from 1788 up to and including 4 August 1789. The highest-scoring responses established the viewpoint of the extract. Some were able to conceptualise it in terms of class inequality, while others saw it in terms of the role of the King in provoking the Revolution. These answers compared historians' views of the causes and gave precise evidence to support their own view. They discussed the views of Adcock, Schama and McPhee. Low-scoring responses generally only made a passing reference to one historian by name, but did not discuss the viewpoint. Many responses did not refer to a viewpoint at all.

Russia

The Figes extract was a view of the importance of the 1905 'first revolution'.

Question 1c. asked students to explain the importance of 1905 Revolution. Students seemed to have little difficulty extracting information and understanding the view put forward by Figes that Lenin and other revolutionaries learned 'tactics' from the 1905 Revolution. Answers contained an array of information, including the low morale following the Russo-Japanese War, the diminished image of the Tsar following Bloody Sunday, the failure of the Dumas, general strikes in 1917 and the abdication of the Tsar.

Question 1d. asked to what extent the extract was a complete depiction of the causes of the Revolution up to and including October 1917. The highest-scoring answers contained an explanation of Figes's view of the importance of 1905 and structured the remainder of the answer around discussion of other views and drawing their own conclusion. They commonly included views of the CPSU, and historians Pipes, Service and Fitzpatrick.

China

The extract was a view of the Long March taken from Max Boot, *Invisible Armies: An Epic History of Guerrilla Warfare from Ancient Times to the Present*.

Answers showed that students were familiar with the events of the Long March and they offered a range of information.

Question 1c. asked students to explain the importance of the Long March to the development of the Revolution. Answers contained statistics of the numbers who survived, the development of guerrilla warfare tactics, survival of attacks by the Nationalist army and Encirclement Campaigns, the rise of Mao after the Zunyi Conference and how Mao developed his policies at Yan'an unimpeded.

Question 1d. asked to what extent the extract provided an accurate depiction of how the Communists increasingly gained power from 1935 up to and including 1949. High-scoring students began by showing their understanding that the source was a critical view of the legend of the Long March. They compared this to views put forward by other such as Snow, Salisbury and Meisner, who claim that it was a skilful piece of brilliant political strategy and inspirational, and debunkers such as Chang and Halliday.

China, Question 1c.

The following answer scored at the top of the high range because it shows excellent insight in its comprehension of the extract and provides a range of highly detailed evidence in the form of statistics, events and dates. The structure of the answer establishes the main idea from the extract at the beginning of the response and then moves on to supply the student's own knowledge to explain the importance of the Long March in the development of the Revolution.

The Long March was the foundation myth upon which support for the CCP was built. It enabled the marchers to be, as Mao described them 'a propaganda force' which presented itself as having valiantly defeated GMD forces. Though the Long March was, objectively, a colossal military disaster, with 70,000 of the 100,000 marchers killed or captured at the Battle of Xiang River (25 November-3 December 1934) alone, having been routed by the GMD and a further 23,000 or more killed crossing the Snowy Mountains and High Grasslands between July-August 1935; it gave Mao his first successful platform (becoming a member of the politburo at the Zunyi Conference of 15-18 January) from which he would later build support and thus come to lead the Chinese Revolution. Additionally, the conclusion of the March (22 October 1935) enabled Mao to form the Jiangxi soviet at which he developed policies which garnered popular support. As a result of the March, CCP membership rose from 40,000 to in excess of 100,000 by 1937. Thus, the myth of the Long March was crucial to increased support for the CCP, provided Mao with the first political platform upon which to build his leadership and develop policies which obtained popular support. Thus, it contributed to the eventual development of the Chinese revolution.

China, Question 1d.

The following answer scored at the top of the high range. It contains a thorough and insightful discussion of the viewpoint of the document and makes valid comparisons to other viewpoints of the reasons for Communist victory. The answer provides an excellent range of detailed evidence that is analysed and contributes to the argument about the accuracy of the extract as evidence of the reason why the Communists increasingly gained power from 1935 to 1949. The structure of the answer adopts a useful strategy of commencing with the viewpoint of the extract and then proceeds to make comparisons to other views.

The document provides an accurate summation of the conflict between myth and facts of the Long March and by describing it as a 'catastrophic defeat [which was turned] into a public-relations victory' shows how the CCP and Mao gained support as a result of the Long March. The document ignores the ways in which the Communists gained support and then power as a result of nationalist failures, however. Spence has stated 'it was during [2nd Sino-Japanese] the war that the CCP won [the civil war] and the GMD lost'. GMD defeats due to what Harrison describes as 'stupidity on the battlefield and incompetence behind the lines', such as in the Japanese capture of Beiping (28 July 1937) and Tianjin (30 July 1937), are an example of this, as was Chiang's blunder in attempting to stall the Japanese advance by blowing up the Yellow Dykes (7 July 1938) with the result that 4,000 villages were flooded. Fenby has additionally described how 'wartime inflation destroyed the economy', such that prices in 1947 were 5.5 million times what they had been in 1937. These military and economic weaknesses, combined with the fact that the Nationalists controlled only five provinces, such that, as Fenby states 'the military could not impose itself...' and hence the Nationalists could not defeat attackers, paved the way for Communist success by 1949, through Mao's use of guerilla warfare, even departing Yen'an, so as to encircle Chiang's forces and

thus entrap him. Thus, in ignoring GMD failings, the source omits one crucial cause of the Communists' increased power.

An additional means by which the Communists gained power was the success of Mao's policies at Jiangxi and Yen'an. Mao established a peoples' bank, abolished footbinding and arranged marriages and decreased the rent (capping it at 20-25% of the harvest) in the areas he controlled. Karl has described how 'it was at Yen'an that Mao's policies became more sophisticated', while Spence points out that he maintained power by 'carefully avoiding alienating wealthier peasants'. Thus, the exclusion of this is a further flaw in the document.

Thus, the document examines how the Communists' established increasing power on the basis of the myth of the Long March, but ignores the significance of the GMD failings and the success of Mao's policies at Yen'an and Jiangxi. Thus, it is only a partial depiction of how the Communists gained power from 1935 – 1949.

Creating a new society

Question 2 – Essay response

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

The essay questions seemed accessible to most students. Very few students did not attempt the essay; however, there seemed to be a greater reliance on prepared or formulaic essays than in previous years. Prepared essays are not appropriate because of a lack of relevance in the information presented, and they do not answer the question effectively. Average answers were usually structured around two or three pieces of information; they did not define key terms, use synonyms for key question words or offer complex thinking.

High-scoring responses confined their use of evidence to primary evidence and did not use what has been said by historians as their support material. The highest-scoring responses showed engagement with the key knowledge and their own interpretation of factual evidence from the Revolution. The essay question required students to analyse events and legislation in the creation of the new society. Most essays were well structured with an introduction and topic sentence paragraphs and used various strategies to organise information. Chronological presentation of information was a very good method of organisation, as was organising the answer thematically or around the key terms in the question.

Points to note:

- Some responses disregarded the question time frame.
- Some responses did not deal with the 'to what extent' part of the question.
- Responses should define the question terms.

Russia

The following essay scored at the very top of the high range. The features of high-scoring essays such as sophisticated and complex knowledge, synthesis and analysis of a range of evidence to draw a sophisticated evaluation of change are all present. The essay also addresses all parts of the question. While some factual information is outside the dates given in the question, the range of information that falls within the question parameters is very high. It is a highly controlled argument that displays the student's engagement with the material. The quoting of historians does not, in this case, detract from or replace the student's own knowledge.

After twenty years of writing and agitating for change, Lenin was finally given the opportunity to implement his perfect communism society in 1918. With promising aspirations of a 'dictatorship of the proletariat', the initial progressive attempts at reform in Russia can be seen as Lenin taking a step forward in society. However, the Bolshevik regime was mired by its inability to deliver this, 'towering edifice of socialism' (Malone) and can be said to have taken two steps back. Such steps can be seen in the perversion of political power and establishment of Red Terror to obtain obedience and instill compliance to the regime. As such, ultimately Lenin was true in saying the Bolsheviks took 'one step forward, two steps back.'

In the early years of Bolshevik governance, Lenin made a series of attempts at beneficial reform to combat Russia's deep political and economic issues, and as such can be said to have taken a step in the right direction at one stage. Introducing 160 Decrees in November 1917, such as the Decree on Marriage and Decree on Working Conditions, transposed a desire for a functional society. His promise of 'Peace, Bread, Land' was met with withdrawal from WW1 under the Treaty of Brest-Litovsk in March 1918, and the Decree on Land (Nov 1917) that put a Bolshevik stamp of approval on peasant land seizures. It appeared that Lenin 'abolished a regime of despair and created a new world of hope (Hill). Universal education was a goal by the sovnarkom, aspiring to 'litzbez' translated to the 'liquidation of illiteracy' in Russia. The nation was electrified by Goelro, the banks were nationalised, 80 million roubles of foreign debt cancelled and agrarian reforms of the Socialist Revolutionaries adopted. It appeared, according to the history of the CPSU that the Bolsheviks 'maintained a vision of social, political and economic betterment'. Even women's rights were addressed as Kollontai and Krupskaya received government positions. As such, it is clear that Lenin took one step forward in the initial years of his regime.

Nevertheless, a backward step became inevitable, as Lenin moved to guarantee his political power under significant pressure. Dismissing the Constituent Assembly in January 1918, having achieved only 23% of the vote, and passing 'On Party unity that ended factionalism (1921), political representation of critical members was impossible. It appeared that Bolshevism 'was the replacement of one form of authoritarianism with another (Lynch). Those in opposition were thwarted by a conservative One-Party policy that was alike to the nature of the tsar in dismissing the Dumas, an obvious step back in progressive Russia. Having promised 'All Power to the Soviets', Lenin refused to let opposition threaten his position, 'created a centralised, one-ideology dictatorship of a single party' (Figes) that can be viewed as a step back in the new society between 1918 and 1924.

To accompany his political desire for power, Lenin took a further step backward in unleashing a regime of Red Terror to force a rebellious populace into submission. The formation of the Cheka in Dec 1917 mirrored the actions of the tsar's 'okhrana' secret police, clearly not a step forward. Killing 140,000 citizens in three years, compared to 14,000 over 50 years under the Romanovs, Lenin was a dictator. The Hanging Order of 1918, Kulak laws and formation of Gulags, compounded by exemplary terror, summary executions and Show Trials (1922) all purged opposition to the Bolsheviks. This was combated by attempts by ordinary citizens, such as Fanny Kaplan who in Aug 1918 attempted to assassinate Lenin, reflecting Rosenberg's view that 'nothing seemed to have changed for the better'. Trotsky noted the Kronstadt sailors to be the 'reddest of the red', and their uprising in 1921 over effects of failed War Communism depicted a resentment of Lenin. Figes notes 'there could be no more convincing proof that the Bolsheviks had turned into tyrants. Lenin produced an authoritarian regime whereby 'the machine gun became for them the principle instrument of political persuasion' (Pipes) and taking any necessary steps back to assure his regime remained in power.

Lenin and the Bolsheviks promised a 'classless utopia' that epitomised the ideals of the Russian revolution by Oct 1917. Initially taking steps to move forward with a perfect communist society through progressive attempts at reform, the regime beheld some advantageous benefits. Nevertheless, the imposition of Bolshevik legislation and policy to assure political power, and the commencement of a regime of Red Terror, it is plausible to suggest Lenin took two steps back. The citizens of Russia were given bullets not ballots, death not democracy, slaughter and not sympathy, as Bolshevism became marred by its ability to deliver a new society to Russia from 1918 to 1924.