

**Victorian Certificate of Education
2018****HISTORY: REVOLUTIONS****Written examination****Wednesday 7 November 2018****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 to write in blue or black pen.
- 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 correction fluid/tape.
- No calculator is allowed in this examination.

Materials supplied

- Question book of 22 pages, including **assessment criteria for the essay in Section B** on page 22
- Answer book of 20 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 the revolution you have chosen for Section A and the revolution you have chosen for Section B in the answer book. 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 1**Instructions for Section A**

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

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.

Revolution	Page
America	4
France	6
Russia	8
China	10

America

Causes of revolution – The American Revolution from 1754 to 4 July 1776

Use the following sources to answer Question 1.

Source 1

From South Carolina to New Hampshire, the Sons [of Liberty] took shape spontaneously in 1765 and 1766 ...

Three sorts of men were central to the Sons: dissident¹ intellectuals, small intercolonial merchants, and artisans². The intellectuals among them lived by their knowledge, valued ideas, and enjoyed political argument ...

Artisans and intercolonial merchants had a great deal in common as they faced the imperial crisis. Most of all, they shared an interest in making the American economy strong ...

Such men could organize a popular resistance movement because they occupied a place between the elite and genuine plebeians³ ... Their great task was to turn traditional crowd action toward the British question and to generate new political consciousness among ordinary Americans.

Source: Edward Countryman, *The American Revolution*, Pelican Books, 1987, pp. 97, 98, 100 and 101

¹**dissident** – rebellious

²**artisans** – craftspeople

³**plebeians** – common people

Source 2

... in 1767 Charles Townshend, chancellor of the exchequer, proposed a new series of revenue laws, taxing all lead, glass, paint, and tea imported into the colonies. Customs collectors were sent to America to make sure the taxes were paid, and new courts of admiralty were created to hear cases of ships violating the revenue acts ...

When New York's assembly protested that Parliament did not have the power to raise revenues in the colonies, the governor, Sir Henry Moore, suspended the assembly. Governor Francis Bernard demanded that the Massachusetts Assembly rescind¹ the letter it sent to other colonies urging resistance; when the assembly refused, Bernard dissolved it. These attacks on assemblies transformed the struggle into one between arbitrary executive power² and government by the people. Leaders of the suspended assemblies and the Sons of Liberty organized boycotts of British goods.

Women took to their spinning wheels ... Ninety-two "Daughters of Liberty" brought their wheels to the meeting house in Newport, spending the day spinning together until they produced 170 skeins³ of yarn. Making and wearing homespun cloth became political acts of resistance.

Source: Robert J Allison, *The American Revolution: A Concise History*, Oxford University Press, New York, p. 11; reproduced with permission of the Licensor (OUP) through PLSclear

¹**rescind** – withdraw

²**arbitrary executive power** – undemocratic power

³**skeins** – measures of yarn

Question 1 (20 marks)

- a. Using Source 1 and your own knowledge, identify and describe the groups and individuals who became members of the Sons of Liberty. 5 marks
- b. Using Source 2 and your own knowledge, explain the methods used by the Sons of Liberty and the Daughters of Liberty to protest against British actions. 5 marks
- c. Evaluate the significance of popular movements in mobilising society and challenging British authority. Use evidence to support your response. 10 marks

Consequences of revolution – The American Revolution from 4 July 1776 to 1789**Question 2 (10 marks)**

Explain the significance of George Washington in the consolidation of the new regime up to 1789. Use evidence to support your response.

Question 3 (10 marks)

Explain how the conditions of everyday life changed for Patriots and Loyalists from 4 July 1776 to 1789. Use evidence to support your response.

France

Causes of revolution – The French Revolution from 1774 to October 1789

Use the following sources to answer Question 1.

Source 1

In order to win the confidence of the Notables, Brienne gave them full details of the nation's financial position and at the same time persuaded the king to announce cuts in expenditure of fifteen million *livres* ...

Nonetheless, to obtain money, Brienne was forced to revert to Calonne's programme of reforms, and this meant clashing with the nobility and clergy. The assembly [of Notables] rejected his programme on the grounds that it did not possess the authority to approve tax measures ...

When the parlement of Paris refused to register Brienne's reforms, Louis XVI had to preside over a 'royal session' (*lit de justice*), held on 6 August 1787: the special purpose of this session was the registration of a new stamp tax which the parlement had repudiated¹ on the grounds that only the Estates-General were competent to approve new taxation. On the following day the parlement declared the previous day's registration illegal ...

He [Louis XVI] chose ... on 8 August [1788] ... the convening² of the Estates-General for 1 May 1789.

Source: François Furet and Denis Richet, *The French Revolution*, Stephen Hardman (trans.), The Macmillan Company, New York, 1970, pp. 50 and 54

¹**repudiated** – rejected, denied

²**convening** – bringing together for a meeting, calling for

Source 2

In 1614 the Estates-General (which had achieved very little) had met in three almost numerically equal but separately elected chambers representing the orders of clergy, nobility, and third estate. They had voted separately, by order. Throughout eighteen months of clamour¹ [in 1787–88] for the Estates, hardly anybody appears to have been aware of this, or thought the question worth investigation. Even now it was several days before the truth became common knowledge. But once it did, the implications, if this precedent² were followed, were obvious. The nobility and clergy would be enormously over-represented, both numerically and in terms of their share of the national wealth. Together they would always be able to outvote the third estate.

Source: William Doyle, *The Oxford History of the French Revolution*, Oxford University Press, Oxford/New York, 1990, p. 88; reproduced with permission of the Licensor (OUP) through PLSclear

¹**clamour** – uproar

²**precedent** – previous model or system

Question 1 (20 marks)

- a. Using Source 1 and your own knowledge, outline the reasons for Louis XVI's calling of the Estates-General. 5 marks
- b. Using Source 2 and your own knowledge, explain how the calling and regulation of the Estates-General triggered conflicts in 1789. 5 marks
- c. Evaluate the significance of Louis XVI in contributing to the outbreak of revolution in 1789. Use evidence to support your response. 10 marks

Consequences of revolution – The French Revolution from October 1789 to 1795**Question 2 (10 marks)**

Explain how the outbreak and the course of war challenged the consolidation of the new regime. Use evidence to support your response.

Question 3 (10 marks)

Explain the contribution of Maximilien Robespierre in the creation of the new society between 1789 and 1794. Use evidence to support your response.

Russia

Causes of revolution – The Russian Revolution from 1896 to October 1917

Use the following sources to answer Question 1.

Source 1

[In 1914] Nicholas II ...
pre-emptive war⁴ were waged.

Due to copyright restrictions,
this material is not supplied.

Source: Robert Service, *The Russian Revolution, 1900–1927*, 4th edn, ‘Studies in European History’ series, Palgrave Macmillan, Basingstoke (Hampshire)/New York, 2009, p. 42

¹**pronouncements** – statements

²**ascendant** – increasing

³**insuperable** – unbeatable

⁴**pre-emptive war** – attack to weaken an enemy before they attack you

Source 2

Condition of the troops at the Front (Russian Army Intelligence Report, 2–13 October 1917)

Again and again one hears the orders of the Provisional Government severely criticized. The committee of the 95th Regiment declared Kerensky a traitor

Apart from the Bolshevik not a single [political] movement has any popularity ...

.... Because of general war weariness, bad nourishment, mistrust of officers, etc., there has developed an intense defeatist¹ agitation accompanied by refusals to carry out orders, threats to the commanding personnel, and attempts to fraternize² with Germans ...

[Soviet newspapers] openly advocate the immediate cessation³ of war, the transfer of political and military power to the proletariat, the immediate socialization of land, and a merciless struggle against capitalists and the bourgeoisie ...

The Bolshevik wave is growing steadily, owing to general disintegration in the rear, the absence of strong power, and the lack of supplies and equipment. The dominant theme of conversation is peace at any price and under any condition.

Source: James Bunyan and HH Fisher, *The Bolshevik Revolution 1917–1918, Documents and Materials*, Hoover War Library Publications – No. 3, Stanford University Press, Stanford, 1934, pp. 24 and 25

¹**defeatist** – people who expect or accept failure

²**fraternize** – associate with or form friendships with

³**cessation** – end

Question 1 (20 marks)

- a. Using Source 1 and your own knowledge, outline the reasons why there was support for Russia's decision to enter World War I. 5 marks
- b. Using Source 2 and your own knowledge, explain how the hardships experienced by Russian soldiers during World War I weakened support for the Provisional Government. 5 marks
- c. Evaluate the significance of World War I as a cause of both revolutions in Russia in 1917. Use evidence to support your response. 10 marks

Consequences of revolution – The Russian Revolution from October 1917 to 1927**Question 2 (10 marks)**

Explain how War Communism changed the economic conditions in Russia. Use evidence to support your response.

Question 3 (10 marks)

Explain how the Kronstadt Revolt challenged the consolidation of the new regime. Use evidence to support your response.

China

Causes of revolution – The Chinese Revolution from 1912 to 1949

Use the following sources to answer Question 1.

Source 1

In 1923, Sun¹ met a representative of the Comintern² ... and sealed a pact³ that saw ... the United Front between the Nationalists⁴ and Communists, sponsored by the Soviets ... The Nationalists at last had the kind of powerful sponsor they had sought throughout their years in the wilderness ... the Soviets gave them the kind of Leninist organizational discipline that had served the Russian party well ... they also helped organize a military training school ... And for the Communists, who were still a small party ... this was a chance to ride to power on the back of two powerful revolutionary forces, the Comintern and the Nationalists. For much of the period of the United Front (1923–7), it was often quite hard to distinguish between the Communists and the more left-wing, revolutionary members of the Nationalist Party.

Source: Rana Mitter, *A Bitter Revolution: China's Struggle with the Modern World*, 'The Making of the Modern World' series, Oxford University Press, New York, 2004, p. 143; reproduced with permission of the Licensor (OUP) through PLSclear

¹**Sun** – Sun Yixian or Sun Yat-sen

²**Comintern** – Soviet Russian organisation dedicated to spreading international revolution

³**sealed a pact** – formed an agreement

⁴**Nationalists** – also known as Guomindang or Kuomintang

Source 2

The KMT¹-Communist alliance drew ...
or eliminated entirely.

Due to copyright restrictions,
this material is not supplied.

Source: Jonathan Fenby, *Generalissimo: Chiang Kai-shek and the China He Lost*, The Free Press, London, 2003, pp. 124 and 126

¹**KMT** – Kuomintang (Guomindang)

²**cadres** – group of activists in a revolutionary cause

³**sowed the seeds** – did something that eventually brought about a certain result

⁴**Chiang** – Chiang Kai-shek or Jiang Jieshi

⁵**granaries** – buildings for storing grain

Question 1 (20 marks)

- a. Using Source 1 and your own knowledge, outline the reasons for the formation of the First United Front. 5 marks
- b. Using Source 2 and your own knowledge, explain the conflicts that developed within the First United Front. 5 marks
- c. Evaluate the significance of the failure of the First United Front as a cause of the Chinese Revolution. Use evidence to support your response. 10 marks

Consequences of revolution – The Chinese Revolution from 1949 to 1971**Question 2 (10 marks)**

Explain how the Fanshen land reform movement and Thought Reform were used by the Chinese Communist Party to respond to the challenges of consolidating the Revolution. Use evidence to support your response.

Question 3 (10 marks)

Explain how changing political conditions led to the fall of Lin Biao (Lin Piao). Use evidence to support your response.

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SECTION B – Revolution 2**Instructions for Section B**

Indicate the revolution you have chosen for Section B by shading the relevant box on page 10 of the answer book.

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.

Your response to the essay in Section B will be assessed according to the assessment criteria set out on page 22.

Revolution	Page
America	14
France	16
Russia	18
China	20

America

Causes of revolution – The American Revolution from 1754 to 4 July 1776

Question 1 – Essay (20 marks)

‘The Boston Tea Party and the Coercive Acts of 1774 were the most significant events contributing to the American Revolution.’

To what extent do you agree with this view?

Consequences of revolution – The American Revolution from 4 July 1776 to 1789

Use the following sources to answer Question 2.

Source 1

Extract from *The Federalist*, written by John Jay (using the pseudonym Publius) to the people of New York in 1787, supporting ratification of the Constitution

This Convention, composed of men who possessed the confidence of the people, and many of whom had become highly distinguished by their patriotism, virtue and wisdom, in times which tried¹ the minds and hearts of men, undertook the arduous² task [of writing the Constitution]. In the mild season of peace, with minds unoccupied by other subjects, they passed many months in cool uninterrupted and daily consultations : And finally, without having been awed³ by power, or influenced by any passions, except love for their country, they presented and recommended to the people the plan produced by their joint and very unanimous counsels⁴.

Source: Publius, ‘Concerning Dangers from Foreign Force and Influence’,
in *The Federalist: A Collection of Essays, Written in Favour of the New Constitution,
As Agreed upon by the Federal Convention, September 17, 1787*,
vol. 1, J and A McLean, New York, 1788, p. 9

¹**tried** – challenged

²**arduous** – difficult

³**awed** – influenced

⁴**counsels** – advice

Source 2

This image, produced circa 1925, is a historical interpretation that depicts the signing of the Constitution at Independence Hall in Philadelphia on 17 September 1787.



Source: Henry Hintermeister, *The Foundation of American Government*, photomechanical print, c. 1925; in Library of Congress, Prints and Photographs Division, Washington, D.C.

Source 3

When the Federal Convention adjourned on September 17, 1787, it sent the completed Constitution to Congress with a resolution that “the preceding Constitution be laid before the United States in Congress assembled, and ... afterwards be submitted to a Convention of Delegates, chosen in each State by the People thereof, under the Recommendation of its Legislature, for their Assent and Ratification” ... Thus began a remarkably full, candid, and thoughtful popular deliberation on the future of republican government in America. It took place in the newspapers, with the most important essays receiving wide circulation in different states, in pamphlets, and, ultimately, in the several state ratification conventions, whose members were either chosen by the state legislatures or elected directly by the people. The Constitution’s acceptance was assured on July 26, 1788, when New York became the eleventh state to ratify, and by the time Rhode Island ratified the Constitution, on May 29, 1790, more than 1,900 convention votes had been cast: 1,157 for the Constitution, 761 against ...

Source: Murray Dry, ‘The debate over ratification of the Constitution’, in Jack P Greene and JR Pole (eds), *A Companion to the American Revolution*, Blackwell Publishing Ltd, Malden (MA), 2004, p. 482; reproduced with permission of the Licensor (Blackwell/John Wiley & Sons Ltd) through PLSclear

Question 2 (20 marks)

- a. Explain how Sources 1 and 2 depict the delegates who met in Philadelphia to write the Constitution. 5 marks
- b. Using Source 3 and your own knowledge, explain how the process of ratifying the Constitution sought to fulfil revolutionary ideals. 5 marks
- c. Analyse the challenges faced by the new regime in creating and maintaining a political system. Use evidence to support your response. 10 marks

SECTION B – continued
TURN OVER

France

Causes of revolution – The French Revolution from 1774 to October 1789

Question 1 – Essay (20 marks)

‘The production of the *Cahiers de Doléances* and political pamphlets was essential in mobilising society and in contributing to the outbreak of revolution in France.’

To what extent do you agree with this view?

Consequences of revolution – The French Revolution from October 1789 to 1795

Use the following sources to answer Question 2.

Source 1

... France declared war ...
in Paris on 20 June ...

Due to copyright restrictions,
this material is not supplied.

Source: George Rudé, *The French Revolution*, Grove Weidenfeld, New York, 1991, p. 77

¹**Faubourgs** – suburbs

²**intrigues** – secret planning

Source 2

The insurrection of 10 August 1792, Tuileries, Paris, showing Swiss Guards (in red jackets)



Source: Jacques Duplessis-Bertaux, *Storming of the Palace of the Tuileries on 10 August 1792*, oil on canvas, 1793; L'Histoire par l'image, digital version produced by Agence photographique de la Réunion des musées nationaux

SECTION B – continued

Source 3

A deputy, Michel Azéma, describes the events of 10 August 1792.

Someone came to announce to us that the cannon filling the Place du Carrousel were aimed against the Tuileries palace, which the people wanted to break down like the Bastille. After a short discussion ... it was decreed to send a deputation¹ of twenty members of the Assembly to the people, to speak to them in the name of the law and to appease² them by persuasion ... At once, the deputation left ... preceded by an usher and surrounded by a guard. I had the honor ... to be in it; we had barely arrived at the door of the palace towards the Tuileries [gardens] when our eyes were dazzled by furious musket fire at the bottom of the stairway; at once, a second round; then a cannonade³ knocked down part of the façade. My word! Death was right before us ...

... a great brawl was going on in the palace, in the Tuileries [gardens], on the Champs Élysées; and the Swiss who had been deceived by the aristocratic instigators⁴ in the palace and had fired first on the people ... were being hotly pursued and were defending themselves in the same way... the ground is still to be seen covered with corpses.

...

The King has been suspended from all his functions and powers ...

Source: Michel Azéma, letter, 1792, edited by Camille Bloch in *Révolution Française*, 1894; in Philip Dawson (ed.), *The French Revolution*, Prentice-Hall Inc., Englewood Cliffs (NJ), pp. 105–107

¹**deputation** – group

²**appease** – calm

³**cannonade** – heavy gunfire

⁴**instigators** – troublemakers

Question 2 (20 marks)

- a. Using Source 1 and your own knowledge, explain how economic challenges increased tensions in Paris by June 1792. 5 marks
- b. Using Sources 2 and 3 and your own knowledge, outline how the events of 10 August 1792 contributed to the abolition of absolute monarchy. 5 marks
- c. Analyse the extent to which the responses of the urban workers in Paris challenged the consolidation of the new regime by 1795. Use evidence to support your response. 10 marks

Russia

Causes of revolution – The Russian Revolution from 1896 to October 1917

Question 1 – Essay (20 marks)

‘Without the critical influence of Lenin there would have been no Bolshevik seizure of power in October 1917.’

To what extent do you agree with this view?

Consequences of revolution – The Russian Revolution from October 1917 to 1927

Use the following sources to answer Question 2.

Source 1

A poster of Wrangel, a White Army general, produced during the Civil War



Source: Nikolai Mikhaylovich Kochergin, *Wrangel advances! Proletarians to arms!*, giclée print, 1920; Heritage Image Partnership Ltd/Alamy Stock Photo

The translation of the text is ‘Wrangel advances! Proletarians to arms!’ The sign on the right, above Wrangel’s hand, says ‘to Moscow’.

Source 2

On 4 September 1918, the Soviet Commissar for Internal Affairs, Grigory Petrovsky, sent the following orders to CHEKA units.

The murder of Volodarskii [Press Commissar], the murder of Uritzkii [head of Petrograd CHEKA], the attempt to murder and the wounding of the President of the Council of People's Commissars, Vladimir Ilyitch Lenin, the mass shooting of tens of thousands of our comrades ... shows that ...

There must be an immediate end of looseness¹ and tenderness. All Right Socialist Revolutionaries who are known to local Soviets must be arrested immediately. Considerable numbers of hostages must be taken from among the bourgeoisie and the officers. At the least attempt at resistance or the least movement among the White Guards mass shooting must be inflicted without hesitation.

...

[There cannot be] the least indecision in the application of mass terror.

Source: Rex A Wade (ed.), *Documents of Soviet History, Volume 1, The Triumph of Bolshevism, 1917–1919*, Academic International Press, Gulf Breeze (FL), 1991, pp. 214 and 215

¹**looseness** – slackness

Source 3

There seemed to be little hope for Petrograd's defence ... [Lenin] proposed to abandon Petrograd ...

... Trotsky vigorously protested ... He proposed that he himself should go to Petrograd to take charge of its defence.

...

Of the effect of Trotsky's intervention we have many eyewitness accounts ...

... proper discipline was restored ... Trotsky's orders, clear and precise ... showed that there was a firm directing hand ... Desertion from the front was radically reduced ... Everybody began to realize that only one road was left—forward ...

Regular troops, hastily formed Red Guards, even detachments of women, fought back ... with 'heroic madness' ... [In October 1919] Trotsky was back in Moscow to report victory ...

...

He had led a revolution, he had founded a great army and had guided it to victory ... for, although the fighting was still on, its outcome was in no doubt.

Source: I Deutscher, *The Prophet Armed, Trotsky: 1879–1921*, Oxford University Press, London, 1954, pp. 442, 445 and 446; by permission of Andrew Nurnberg Associates

Question 2 (20 marks)

- a. Using Sources 1 and 2 and your own knowledge, describe the groups and individuals that opposed the new regime during the Civil War. 5 marks
- b. Using Source 3 and your own knowledge, explain the importance of Trotsky's contribution to the Red Army's victory in the Civil War. 5 marks
- c. Analyse the extent to which the new regime used the Red Terror to consolidate its power. Use evidence to support your response. 10 marks

China

Causes of revolution – The Chinese Revolution from 1912 to 1949

Question 1 – Essay (20 marks)

‘The Sino-Japanese War, 1937–1945, weakened the Guomindang (Kuomintang) but strengthened the Chinese Communist Party.’

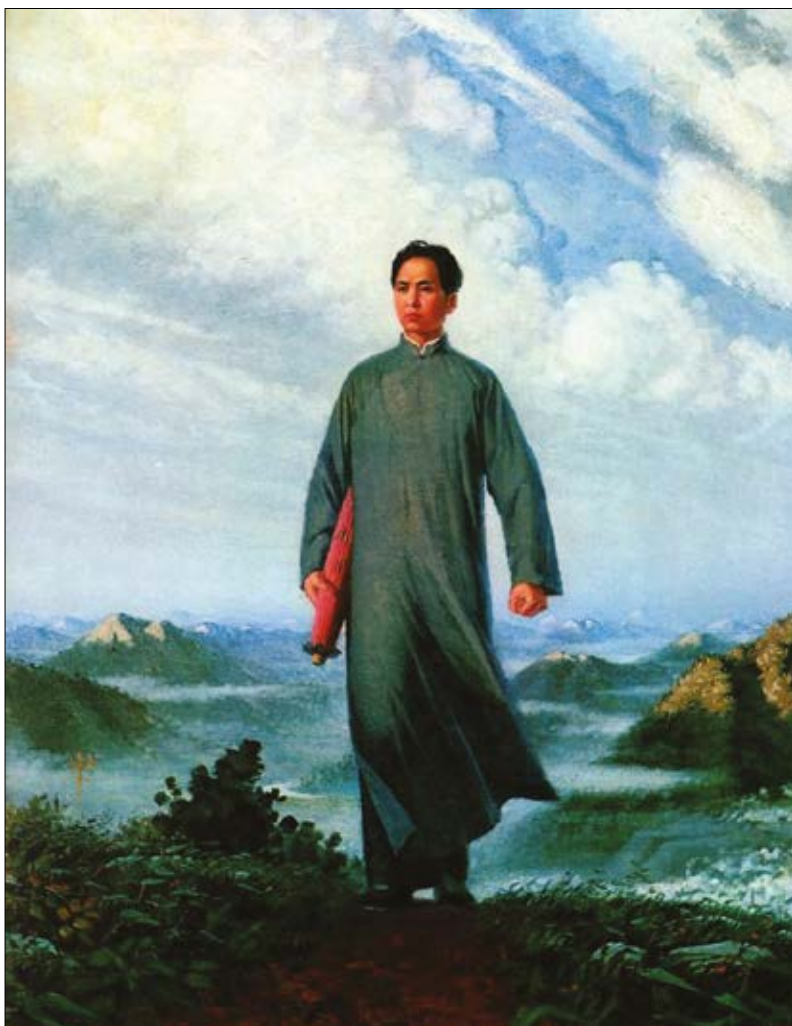
To what extent do you agree with this view?

Consequences of revolution – The Chinese Revolution from 1949 to 1971

Use the following sources to answer Question 2.

Source 1

This painting was produced by Liu Chun-hua and Beijing students in 1967. It is a historical perspective of Mao in his youth.



Source: Liu Chun-hua, *Chairman Mao goes to Anyuan*, oil painting, 1967; in *China Reconstructs*, vol. XVII, no. 10, October 1968, front cover

Source 2

Liu Chun-hua's comments on how he and fellow Beijing students prepared the painting *Chairman Mao goes to Anyuan*

We had an extensive collection of articles and poems written by Chairman Mao in his youth ... We studied and discussed these materials.

We placed Chairman Mao in the forefront of the painting, tranquil, far-sighted and advancing towards us like a rising sun bringing hope to the people. We strove to give every line of his figure significance. His head held high ... conveys his revolutionary spirit ... courageous in struggle and daring to win. His clenched fist depicts his revolutionary will ... determined to surmount every difficulty to free China and mankind, confident in victory. The old umbrella under his arm reveals his style of hard work and plain living, travelling in all weather over great distances, across mountains and rivers, for the revolutionary cause. Striding firmly over rugged terrain, Chairman Mao is seen blazing the trail¹ for us ... leading us forward in victory.

Source: Liu Chun-hua, 'Painting Pictures of Chairman Mao is Our Greatest Happiness', *China Reconstructs*, vol. XVII, no. 10, October 1968, pp. 5 and 6

¹**blazing the trail** – marking a path for others to follow

Source 3

Liu Chunhua's painting of the young Mao visiting Anyuan provided visual support for a revision of history that would justify the elderly leader's return to power. In the spring of 1968, Jiang Qing repeatedly praised the painting, making it into a model for Cultural Revolution art, and authorized its publication and broad distribution. Color pull-outs¹ were inserted into *China Pictorial*, the People's Art Press printed larger posters, and on July 1, 1968, *People's Daily* reproduced it in color and distributed it nationwide. In an extraordinary spectacle, parades and festivals were organized to commemorate the publication of the image, with pretty girls in new blue overalls dancing in front of multiple reproductions² of the picture ... it was copied by aspiring artists³ nationwide and reproduced on everything from Mao badges to pocket mirrors.

Source: Julia F Andrews and Kuiyi Shen, *The Art of Modern China*, University of California Press, Berkeley and Los Angeles (CA), p. 188

¹**pull-outs** – a section of a magazine that can be removed and kept

²**reproductions** – copies

³**aspiring artists** – people hoping to become artists

Question 2 (20 marks)

- a. Using Sources 1 and 2 and your own knowledge, outline the message the Beijing students wished to present about Mao Zedong (Mao Tse-tung). 5 marks
- b. Using Source 3 and your own knowledge, explain the conditions in the period 1965–1969 that made images of Mao Zedong (Mao Tse-tung) so important. 5 marks
- c. Analyse how Mao Zedong (Mao Tse-tung) used the Great Proletarian Cultural Revolution to achieve his revolutionary ideals. Use evidence to support your response. 10 marks

**END OF SECTION B
TURN OVER**

Assessment criteria for Section B – Essay

The essay in Section B will be assessed against the following criteria:

- construction of a coherent and relevant historical argument that addresses the specific demands of the essay question
- demonstration of historical knowledge that is accurate and appropriate for the essay question
- use of historical thinking concepts
- use of primary sources and historical interpretations as evidence