

Victorian Certificate of Education
2020**HISTORY: REVOLUTIONS****Written examination****Wednesday 11 November 2020****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 correction fluid/tape.
- No calculator is allowed in this examination.

Materials supplied

- Question book of 28 pages, including **assessment criteria for the essay in Section B** on page 28
- Answer book of 20 pages, including additional space at the end of each section in the answer book if you need extra space 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	8
Russia	12
China	16

America

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

Use the following sources to answer Question 1.

Source 1

This historical interpretation, titled *The Boston Massacre, 5th March 1770*, is an engraving of a painting by an American artist, c. 1868.



Source: hand-coloured steel engraving of a painting by Alonzo Chappel titled *The Boston Massacre, 5th March 1770*, c. 1868; North Wind Picture Archives/Alamy Stock Photo

Source 2

This diary entry by John Tudor, a Boston merchant, is an eyewitness account of the events that occurred on the night of 5 March 1770, which came to be called the Boston Massacre.

March [1770]

On Monday Evening the 5th current¹, a few Minutes after 9 O’Clock a most horrid murder was committed in King Street before the Customhouse by 8 or 9 Soldiers under the Command of Capt[ain] Tho[ma]s Preston ...

March 5th

This unhappy affair began by Some Boys & young fellows throwing Snow Balls at the sentry² placed at the Customhouse Door. On which 8 or 9 Soldiers Came to his assistance. Soon after a Number of people collected, when the Capt commanded the Soldiers to fire, which they did and 3 Men were Kill’d on the Spot & several Mortally Wounded³.

The Capt soon drew off⁴ his Soldiers up to the Main Guard⁵, or the Consequences might have been terrible, for on the Guns firing the people were alarm’d & set the Bells a Ringing as if for Fire, which drew Multitudes⁶ to the place of action.

Source: David B Davis and Steven Mintz, *The Boisterous Sea of Liberty: A Documentary History of America from Discovery through the Civil War*, Oxford University Press, New York, 1999, p. 154

¹**current** – on that day

²**sentry** – soldier on duty

³**Mortally Wounded** – with injury leading to death

⁴**drew off** – took away

⁵**Main Guard** – nearby housing for troops

⁶**Multitudes** – large number of people

Source 3

A historical interpretation of how republican ideals that included Natural Rights caused the colonists to oppose a standing army, published in 2017

In the seventeenth century ... a standing army¹ in peacetime was [seen as] a dire² threat to freedom ... in British North America – and especially in New England, where the republican ideals of the seventeenth century underlay every aspect of law and government ...

When Parliament decided to station a large body of troops in North America following the Seven Years’ War, and political and military leaders subsequently chose to dispatch four regiments to Boston [arrived 1 October 1768] as a peacekeeping force, they were marching onto an unmapped landscape. The shootings in King Street [5 March 1770] that came to be called a massacre were one result. But they occurred only after seventeen long months of military occupation³: a period marked by confusion, outrage, and endemic⁴ conflict. The clash between local and imperial authorities derived⁵ from Bostonians’ deep attachment to older republican principles, which were incompatible⁶ with the eighteenth-century rules under which British officials sought to manage imperial relations.

Source: Eric Hinderaker, *Boston’s Massacre*, The Belknap Press of Harvard University Press, Cambridge (MA), 2017, p. 5

¹**standing army** – permanent army of paid soldiers

²**dire** – very serious

³**military occupation** – soldiers used to control local population

⁴**endemic** – continuing, persistent

⁵**derived** – came from, originated

⁶**incompatible** – unable to exist together

Question 1 (20 marks)

- a. Using Sources 1 and 2 and your own knowledge, outline the events of the night of 5 March 1770 that became known as the Boston Massacre. 5 marks
- b. Using Source 3 and your own knowledge, explain why colonists saw a standing army as a threat to their Natural Rights. 5 marks
- c. Evaluate the significance of the Boston Massacre to the development of a revolutionary situation by 4 July 1776. 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 how Alexander Hamilton contributed to the consolidation of the American political system. Use evidence to support your response.

Question 3 (10 marks)

Explain how the separation of powers in the new Constitution helped leaders to achieve revolutionary ideals. Use evidence to support your response.

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France

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

Use the following sources to answer Question 1.

Source 1

A historical interpretation of the power struggle between the monarchy and the Parlements, first published in 1947

... the Parlements ... held in check¹ and undermined the royal power. The courts were courts of law, but two of their functions gave them a political role. An edict² of the king was not valid in their eyes until they had registered it, and before registering it they were permitted to present remonstrances³ ... [The king] could ... command registration of an edict in a ... session called a *lit de justice*. But on various occasions during the eighteenth century the Parlements ... had [then] simply suspended the work of the courts. They would thereupon be exiled to another city by administrative orders (the famous *lettres de cachet*), but even so, until some compromise was reached, the original edict would remain unenforceable at law. The courts were especially troublesome when fiscal⁴ questions were at stake; under pretense⁵ of defending the taxpayer they blocked reforms aimed at the limitation of privileges.

Source: Georges Lefebvre, *The Coming of the French Revolution*, RR Palmer (trans.), Princeton University Press, Princeton, 2015, pp. 17 and 18

¹**held in check** – limited

²**edict** – an order or a law by the king or his representative

³**remonstrances** – protests, complaints against

⁴**fiscal** – government revenue, taxes

⁵**pretense** – pretending to be true

Source 2

‘Programs of Reform’, speech to the Assembly of Notables by Finance Minister Calonne at the opening session on 22 February 1787, where he proposed a uniform tax across the kingdom that would apply to all

Abuses¹ [in tax payment] ... are defended by self-interest, influence, wealth and ancient prejudices² ... These abuses oppress³ the wealth-producing, laboring class ... and so many [are] unjust; exemptions ... only relieve one section of taxpayers by aggravating the condition of the others ...

... In order that the distribution of taxation may cease to be unequal and arbitrary⁴, He [Louis XVI] has decided to confide⁵ the task to the landowners ...

... His Majesty brought all his personal attention to bear on establishing the ... principle of uniformity ... in the distribution of the land tax. ... He recognized that ... the *vingtièmes*⁶ ... suffer an infinity of exceptions which are tolerated rather than regarded as legitimate ...

His Majesty has decided to remedy these defects ... by restoring the original intention behind the tax, and by raising it to its true value without increasing anyone’s contribution (indeed granting some relief to the people), and finally by making every kind of privilege incompatible⁷.

Source: Calonne, ‘Programs of Reform’, address to Assembly of Notables (1787); Liberty, Equality, Fraternity: Exploring the French Revolution, <<https://revolution.chnm.org/items/show/550>>

¹**abuses** – unfair or corrupt practices

²**ancient prejudices** – accepting things just because they have always been that way

³**oppress** – keep someone down through unjust use of power

⁴**arbitrary** – without reason or system

⁵**confide** – to give to the care of others

⁶**vingtièmes** – income tax based on land ownership

⁷**incompatible** – no longer acceptable

Source 3

Shown below is an 18th-century cartoon titled *Caricature of the Assembly of Notables, 22nd February 1787*, showing the Assembly of Notables as a gathering of eatable birds. They are being questioned by Calonne at a restaurant.



Source: unknown artist, *Caricature of the Assembly of Notables, 22nd February 1787*, coloured etching, c. 18th century; Bridgeman Images

The text in the rectangle at the top of the image translates as follows:

‘The Court’s Buffet, Calonne’s cooking’

The text beneath the image translates as follows:

Calonne ‘My dear people, I have assembled you to know with which sauce you would like to be eaten.’

Notables ‘But we do not want to be eaten at all!’

Calonne ‘You are not sticking to the question ...’

Question 1 (20 marks)

- a. Using Source 1 and your own knowledge, outline the reasons for friction between the monarchy and the Parlements. 5 marks
- b. Using Sources 2 and 3 and your own knowledge, explain the effect that Finance Minister Calonne’s reforms would have had on noble privileges. 5 marks
- c. Evaluate the significance of the revolt of the Notables 1787–1788 in contributing to the outbreak of revolution. Use evidence to support your response. 10 marks

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

Explain the reasons why the monarchy was abolished. Use evidence to support your response.

Question 3 (10 marks)

Explain how the hostility of foreign powers challenged the stability of the new regime. Use evidence to support your response.

CONTINUES OVER PAGE

Russia

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

Use the following sources to answer Question 1.

Source 1

Extracts from Tsar Nicholas II's letter to his mother on 19 October 1905, two days after he signed the October Manifesto

It makes me sick to read the news! Nothing but new strikes in schools and factories, murdered policemen, Cossacks and soldiers, riots, disorder, mutinies ...

... There were only two ways open: to find an energetic soldier and crush the rebellion by sheer force ... [but] that would mean rivers of blood ... The other way out would be to give the people their civil rights, freedom of speech and press, also to have all laws confirmed¹ by a State Duma² ... [Prime Minister Witte] says that, while it is not without risk, it's the only way out ... From all over Russia they cried for it, they begged for it ... There was no other way out than to ... give what everyone was asking for. My only consolation³ is that such is the will of God, and this grave decision will lead my dear Russia out of the intolerable chaos⁴ she has been in for nearly a year.

Source: Edward J Bing (ed.), *The Secret Letters of the last Tsar: being the confidential correspondence between Nicholas II and his mother, Dowager Empress Maria Feodorovna*, Longmans, Green and Co., New York, 1938, pp. 183–185

¹**confirmed** – agreed to, approved

²**State Duma** – house of parliament

³**consolation** – something that makes you feel less unhappy

⁴**intolerable chaos** – unbearable confusion and disorder

Source 2

Extracts from a historical interpretation comparing the powers of Nicholas II and the powers of the Duma, published in 2008

In early May 1906 ... Nicholas II provided his interpretation of the October Manifesto by issuing a new version of Russia's Fundamental Laws ... He made his attitude unmistakably clear by retaining the old formula, "To the Emperor of All the Russias belongs supreme autocratic¹ power." ...

[He] retained the great majority of his traditional powers: He still appointed all ministers, kept complete control over foreign policy and the military part of the budget, and could veto² any legislation. He would appoint half the members of the upper house of parliament. The lower house, the Duma, would be elected under a weighted system that favored the propertied and conservative³ classes. The czar⁴ could also dismiss the Duma and call for new elections at any time ...

Source: Michael Kort, *A Brief History of Russia*, Facts On File, New York, 2008, p. 120

¹**autocratic** – total

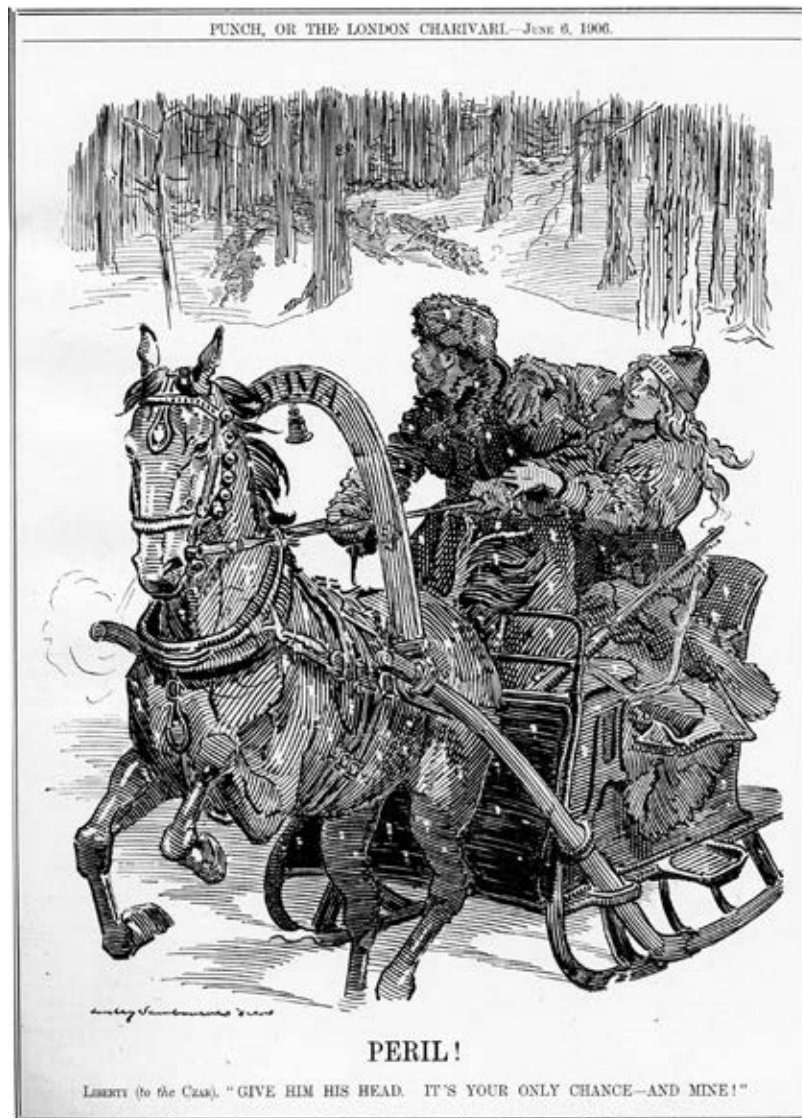
²**veto** – not allow, overrule

³**conservative** – opposed to change

⁴**czar** – tsar

Source 3

This image, titled *Peril! Liberty (to the Czar)*¹. “Give him his head”³. *It’s your only chance—and mine!*”, shows Liberty, Nicholas II and the Duma (shown as a horse). It was produced by an English artist in June 1906.



Source: Edward Linley Sambourne, *Peril! Liberty (to the Czar)*.
 “Give him his head. It’s your only chance—and mine!”,
 cartoon, 1906; Chronicle/Alamy Stock Photo

¹**peril** – danger

²**czar** – tsar

³**Give him his head** – give someone freedom of action

Question 1 (20 marks)

- a. Using Source 1 and your own knowledge, outline the reasons why Tsar Nicholas II decided to set up a Duma and to allow increased rights in October 1905. 5 marks
- b. Using Sources 2 and 3 and your own knowledge, explain how Tsar Nicholas II weakened the power of the Dumas after October 1905. 5 marks
- c. Evaluate the significance of the Dumas in contributing to the outbreak of the February Revolution 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 the Civil War threatened the survival of the new regime. Use evidence to support your response.

Question 3 (10 marks)

Explain how Felix Dzerzhinsky influenced the consolidation of power in the new regime. Use evidence to support your response.

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China

Causes of revolution – The Chinese Revolution from 1912 to 1949

Use the following sources to answer Question 1.

Source 1

The photograph below was taken in Shanghai in March 1927. It shows a workers' militia of non-professional soldiers that had formed with the help of the Communists.



Source: John Montgomery, 'Workers' militia marching in Shanghai, 1927', photograph; Historical Photographs of China, University of Bristol, <www.hpcbristol.net/visual/jm01-068>; © 2013 Doreen Stoneham

Source 2

The extract below is a historical interpretation of the April 1927 Shanghai Massacre, published in 1991. The Society for Common Progress, commonly known as the Green Gang, led the attack with the support of Jiang Jieshi (Chiang Kai-shek) and the National Revolutionary Army.

At 4:00 A.M. on April 12, the men of the Society for Common Progress, heavily armed but dressed in civilian clothes of blue cloth with white arm bands, launched a series of attacks against the headquarters of all the city's large unions. These paramilitary¹ anti-union groups operated with the knowledge (and at times the assistance) of the foreign-concession authorities², and as the fighting wore on through the day they were often assisted by troops from the National Revolutionary Army. Many union members were killed, hundreds arrested, and the pickets³ disarmed. When Shanghai townspeople, workers, and students staged a protest rally the next day, they were fired on by Guomindang⁴ troops with machine guns and almost 100 were killed. Arrests and executions continued over the next several weeks, the General Labor Union organizations were declared illegal, and all strike activity in the city ceased. The Shanghai spring was over.

Source: Jonathan D Spence, *The Search for Modern China*, WW Norton & Company Inc., New York, 1991, pp. 353 and 354

¹**paramilitary** – a group similar to the military but not a part of the official armed forces

²**foreign-concession authorities** – countries with political control over parts of China

³**pickets** – a group of people outside a workplace trying to stop other people from entering

⁴**Guomindang** – Kuomintang

Source 3

A historical interpretation of the consequences of the Shanghai Massacre, first published in 1998

The Shanghai Massacre in April 1927 threw the CCP¹ leadership into confusion. The Party and its organisations came under attack all over China. The Comintern² ordered the CCP to maintain the United Front but by August 1927 had to recognise this was impossible. Attacked on all sides the CCP realised its only hope lay in seizing³ power from the GMD⁴. The Central Committee ordered a series of armed assaults on the cities of Nanchang, Shanghai and Guangzhou but all were costly failures. The defeated survivors went into hiding or fled to the countryside to set up bases where they could recover. In the Jiangxi Soviet of Mao Zedong, communism began to take a new form, more suited to China.

Source: John Wood and Andrew McManus, *China: Revolutionary Leadership*, Macmillan Publishers New Zealand Limited, Auckland, 2003, p. 35

¹**CCP** – Chinese Communist Party

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

³**seizing** – taking by force

⁴**GMD** – Guomindang (Kuomintang)

Question 1 (20 marks)

- a. Using Sources 1 and 2 and your own knowledge, outline the events of the Shanghai Massacre. 5 marks
- b. Using Source 3 and your own knowledge, explain how the Shanghai Massacre had an impact on the Chinese Communist Party from 1927 to 1934. 5 marks
- c. Evaluate the extent to which the Shanghai Massacre contributed to the development of a revolutionary situation by 1949. Use evidence to support your response. 10 marks

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

Explain the role of Sanfan and Wufan in helping the Communist regime to consolidate power. Use evidence to support your response.

Question 3 (10 marks)

Explain how the effects of the ‘Three Bad Years’ (Famine) led to a compromise of revolutionary ideals. Use evidence to support your response.

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 28.

Revolution	Page
America	20
France	22
Russia	24
China	26

America

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

Question 1 – Essay (20 marks)

‘The French and Indian War was the most significant cause of the American Revolution because it led to major changes in British colonial management.’

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

The extract below is from a letter written by James Madison, dated 24 February 1787, giving his opinion of the problems of the Articles of Confederation – America’s first constitution. Madison became a leading Federalist.

Indeed the Present System [under the Articles of Confederation] neither has nor deserves advocates¹; and if some very strong props² are not applied will quickly tumble to the ground. No money is paid into the public Treasury; no respect is paid to the federal authority. Not a single State complies with the requisitions³, several pass them over in silence, and some positively reject them. The payments ever since the peace [end of War of Independence] have been decreasing, and of late fall short even of the pittance⁴ necessary for the Civil list of the Confederacy⁵. It is not possible that a Government can last long under these circumstances.

Source: letter from James Madison to Edmund Pendleton, 24 February 1787; in *Documentary History of the Constitution of the United States of America, 1786–1870*, volume IV, Department of State, Washington, DC, 1905, p. 83

¹**advocates** – supporters

²**props** – supports

³**complies with the requisitions** – obeys central government requests for money

⁴**pittance** – tiny amount

⁵**Civil list of the Confederacy** – government officials

Source 2

A historical interpretation of the tasks facing the delegates at the Philadelphia Convention 1787, published in 2013

The delegates who met in Philadelphia were charged with amending¹ the Articles of Confederation so that the national government could work more effectively. Almost immediately, however, they moved beyond that charge and began debating a brand new constitution. To complete that newly proposed constitution, the delegates needed to reach compromises between large and small states over representation, between northern and southern states over issues related to slavery, and between those who favored a strong national government and those who favored strong state governments ...

...

The Convention's rules granted each state one vote, regardless of the size of the state or the number of delegates it sent. To secure the assent² of all states represented at the Convention, compromises had to be reached that would satisfy the various interests represented there. To keep the gateways to compromise open, the delegates voted to keep their deliberations³ secret until they completed their work.

Source: John G Geer, Wendy J Schiller, Jeffrey A Segal and Dana K Glencross, *Gateways to Democracy: An Introduction to American Government*, Essentials, 2nd edition, Wadsworth, Cengage Learning, Boston, 2013, pp. 37 and 38

¹**amending** – changing for the better

²**secure the assent** – ensure agreement

³**deliberations** – carefully debated options

Question 2 (20 marks)

- a. Using Source 1 and your own knowledge, outline the reasons that led to the calling of the Philadelphia Convention 1787. 5 marks
- b. Using Source 2 and your own knowledge, explain the difficulties faced by the delegates at the Philadelphia Convention 1787. 5 marks
- c. Analyse the significance of the Philadelphia Convention 1787 in consolidating the power of the new regime. Use evidence to support your response. 10 marks

France

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

Question 1 – Essay (20 marks)

‘The demand for equality was the most significant cause of revolution because it challenged and weakened the foundations of the existing order.’

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

A historical interpretation of Georges Danton, published in 2009

[Danton’s] family background and the profession he enters boost his revolutionary credentials¹. He is born into the rural bourgeoisie ...

[Danton] receives a thoroughly middle-class education, one liberally dosed with² the Enlightenment thinking that is gripping France ... With this behind him he trains for the law. Bourgeois upbringing, liberal ideas, the law ... what better credentials ... for joining a revolution ...?

The right credentials may indeed place him near the controls of revolution³, but to grasp the controls he needs something more ... The weapon of revolt that distinguishes Danton is his voice – a perpetual roll of thunder⁴ which spurs fellow men to action without his always quite knowing where he intends to drive them. His immense lungs work to no script, expelling rich, earthy phrases that somehow fall into a purposeful pattern to excite bourgeois reformers and street crowds alike. To hear Danton is to hear the heartbeat of revolution.

Source: David Lawday, *Danton: The Gentle Giant of Terror*, Jonathan Cape, London, 2009, pp. 4 and 5

¹**credentials** – qualifications

²**liberally dosed with** – with a lot of

³**controls of revolution** – revolutionary leadership

⁴**perpetual roll of thunder** – unending deep, booming sound

Source 2

Extracts from Georges Danton's speech, 'How Can France Be Saved?', to the Convention on 27 March 1793

It is time for us to declare war on our enemies within.

What, citizens, with civil war flaming everywhere, the National Assembly still remains motionless? What, citizens, everywhere the ancient aristocracy insolently¹ raising its head?

You have voted in favor of a tribunal which will cut off the heads of the guilty ones, and your tribunal is not yet organized!

What will the people say, who are ready to rise *en masse*²? ... Their representatives are agitated³ by petty⁴ differences, when they should turn their energy both against the enemy within as well as against the enemy without.

...

I move that ... every citizen ... be armed with a pike⁵ at the expense of the nation.

I demand that the tribunal to punish the counter-revolutionaries be set in motion at once, without delay.

I demand that the Convention declare to the entire world, to the French people, that it is a revolutionary body, that it will maintain liberty ...

Source: Georges Jacques Danton, 'How Can France Be Saved?', speech, 27 March 1793; in *Voices of Revolt: Speeches of Georges Jacques Danton*, volume V, International Publishers, New York, pp. 51, 52 and 54

¹**insolently** – rudely or disrespectfully

²***en masse*** – all together

³**agitated** – troubled, nervous

⁴**petty** – small, unimportant

⁵**pike** – a very long thrusting spear

Question 2 (20 marks)

- a. Using Source 1 and your own knowledge, outline the qualities that enabled Georges Danton to become a revolutionary leader. 5 marks
- b. Using Source 2 and your own knowledge, explain what changes Georges Danton believed were needed to protect and consolidate the revolution. 5 marks
- c. Analyse the extent to which revolutionary leaders changed the political and economic conditions in France. 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)

‘The reasons for the success of the Bolsheviks in October 1917 are to be found in three simple words: peace, bread and land.’

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 historical interpretation of difficulties facing the new government, Sovnarkom, published in 2001

The new government was to be called the Council (Soviet) of People’s Commissars (Sovnarkom) ... The obstacles to [its] political survival were daunting¹. Not only did the new government face the immediate necessities of getting Russia safely out of the war and restoring the collapsing economy, but it had to create effective political rule in a country in which Bolsheviks were not the majority party. Predictions of failure ... were widespread ...

...

Opposition appeared quickly. Already in the final days of October, Kerensky began to move troops against the capital ... armed battles broke out in Moscow ... the Cossack² general Aleksei Kaledin ... began organizing military action against the new government ...

...

... For now, though, much of the population seemed to feel, or at least hope, that Soviet power offered the best support for their own particular struggles, and perhaps even for their visions of a better future.

Source: Mark D Steinberg, *Voices of Revolution, 1917*, Yale University Press, New Haven, 2001, pp. 251, 258 and 272

¹**daunting** – very difficult, threatening

²**Cossack** – soldier and expert horseman

Source 2

Speech by Leon Trotsky to Moscow Communist Party members on 20 October 1922, five days before the fifth anniversary of the 1917 October Revolution

... we must say in praise of our party that it has set a colossal¹ example – for the proletariat of all countries – of how to fight for power and of how, after conquering it, to defend this power by ... applying wherever necessary harsh and ruthless methods of dictatorship ...

... Today all the railways, all of the most important plants and factories, all of the most valuable natural resources in the country are in the hands of the state, which is, in turn, the property of the working class, supporting itself upon the peasant masses. This is the fact which we have before us as the product of five years ...

...

... But there also is another fact – namely that we represent today one of the poorest countries in Europe ... Not a single revolution was ever accomplished without a lowering of the country's economic level; ... class struggle in the ... form of civil war implies² a lowering of economic levels ... Five years in relation to the task of superseding³ capitalism by socialism, a task of the greatest historical magnitude⁴ – five years could not naturally bring about the necessary changes ... in the most backward country.

Source: Leon Trotsky, speech, delivered at the Fifth Anniversary of the October Revolution and the Fourth World Congress of the Communist International, 20 October 1922; Marxist Internet Archive, <www.marxists.org/archive/trotsky/1924/ffyci-2/18b.htm>

¹**colossal** – huge, immense

²**implies** – requires

³**superseding** – replacing

⁴**magnitude** – significance, size

Question 2 (20 marks)

- a. Using Source 1 and your own knowledge, outline the challenges faced by the new government, Sovnarkom, in consolidating its power in late 1917. 5 marks
- b. Using Source 2 and your own knowledge, explain why Leon Trotsky believed the revolution had been a success by October 1922. 5 marks
- c. Analyse the extent to which revolutionary leaders compromised their revolutionary ideals. Use evidence to support your response. 10 marks

China

Causes of revolution – The Chinese Revolution from 1912 to 1949

Question 1 – Essay (20 marks)

‘Mao Zedong Thought (Maoism) was essential for the success of the Chinese Communist Party in 1949.’

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

Extract from Mao Zedong’s opening speech at the First National People’s Congress, 15 September 1954

The tasks of the present session are:

To adopt a constitution;

To enact a number of important laws;

To adopt the report on the work of the government; and

To elect the new leading personnel of the state.

...

Our general task is to unite the whole people and win the support of all our friends abroad in the struggle to build a great socialist country, defend world peace and advance the cause of human progress.

The people of our country should work hard, do their best to draw on advanced experience in the Soviet Union and other fraternal¹ countries, be honest and industrious², encourage and help each other, guard against boastfulness³ and arrogance and gird⁴ themselves to build our country, which is at present economically and culturally backward, into a great industrialized country with a high standard of modern culture in the course of several five-year plans.

...

Let all the 600 million people of our country unite and strive for our common cause!

Source: Mao Tse-tung, ‘Strive to build a great socialist country’, speech, 15 September 1954; in Mao Tse-tung, *Selected Works of Mao Tse-tung*, vol. V, Pergamon Press (English translation), Oxford, 1977

¹**fraternal** – like brothers, holding similar views

³**boastfulness** – expressing pride in one’s own achievements

²**industrious** – hardworking

⁴**gird** – strengthen

Source 2

A historical interpretation describing the importance of the Chinese Communist Party in the new political system, published in 2015

The party organization was at the core of the new state ... it exercised control over job assignments, the allocation of material goods, school admissions, and appointments to leadership positions in government and enterprises¹ ... Essentially an interlocking chain of committees that replicated² itself from the top leadership in Beijing down to the grass roots³, the party maintained a separate administration system that supervised and controlled government and administration at every level. At the top was the CCP⁴ Politburo, composed of twenty full members and six alternates⁵ in 1956; the seven most influential of these individuals served on the smaller Politburo Standing Committee, which met more regularly. Mao Zedong, as party chairman, was at the apex⁶ of this structure. The Politburo was a subset of a much larger and largely ceremonial Central Committee, which included some 197 full and alternate members in 1956. It met irregularly and had little direct influence on decision making.

Source: Andrew G Walder, *China Under Mao: A Revolution Derailed*, Harvard University Press, Cambridge (MA), 2015, pp. 101 and 102

¹**enterprises** – businesses

²**replicated** – copied

³**grass roots** – most basic level of the organisation

⁴**CCP** – Chinese Communist Party

⁵**alternates** – substitutes

⁶**apex** – top

Question 2 (20 marks)

- a. Using Source 1 and your own knowledge, outline the challenges facing the new regime. 5 marks
- b. Using Source 2 and your own knowledge, explain the political changes in China. 5 marks
- c. Analyse the significance of the new political system in enabling the Chinese Communist Party leadership to consolidate power. Use evidence to support your response. 10 marks

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

END OF QUESTION BOOK