

**Victorian Certificate of Education  
2021****HISTORY: REVOLUTIONS****Written examination****Thursday 4 November 2021****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 29 pages, including **assessment criteria for the essay in Section B** on page 29
- 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.

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## America

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

*Use the following sources to answer Question 1.*

#### Source 1

A historical interpretation of the Powder Alarms of 1774, published in 2009

“War! War!” These emotional cries shattered the reserved decorum<sup>1</sup> of the first Continental Congress meeting at Philadelphia in early September, 1774. The rumor of a possible British attack on Boston put a charge to<sup>2</sup> the men who had gathered to coordinate a colonial response to recent Parliamentary actions known as the Intolerable Acts<sup>3</sup> ...

The rumor that threatened to embroil<sup>4</sup> the English-American colonies in civil war emanated from<sup>5</sup> a simple military maneuver undertaken by British troops stationed in Boston. On September 1, Thomas Gage, acting as Royal Governor in Massachusetts and Commander in Chief of the American Colonies, sent a detachment of soldiers to secure and remove gun powder stored in Charlestown, Massachusetts. Conducted in secrecy, the operation proved to be a success, and by early afternoon all the powder had been removed ...

The following day, rumors about the operation circulated throughout New England and quickly ballooned to epic proportions.

Source: Patrick Johnston, ‘Building to a Revolution: The Powder Alarm and Popular Mobilization of the New England Countryside, 1774–1775’, in *Historical Journal of Massachusetts*, vol. 37, issue 1, spring 2009, pp. 123 and 124

<sup>1</sup>**reserved decorum** – calm behaviour

<sup>2</sup>**put a charge to** – inspired

<sup>3</sup>**Intolerable Acts** – Coercive Acts

<sup>4</sup>**embroil** – involve

<sup>5</sup>**emanated from** – came from

#### Source 2

Extract from a broadsheet about the events at Lexington and Concord, published by Ezekiel Russell in April 1775

On Tuesday evening a detachment from the army, consisting, it is said, of eight or nine hundred men, commanded by Lieutenant-Colonel *Smith*, embarked at the bottom of the common at *Boston* ... from whence<sup>1</sup> they proceeded with silence and expedition<sup>2</sup>, on their way to *Concord* ... The people were soon alarmed, and began to assemble, in several towns, before day-light, in order to watch the motion of the troops. At *Lexington*, six miles below *Concord*, a company of militia, of about one hundred men, mustered near the meeting-house; the troops came in sight of them just before sun-rise; and running within a few rods<sup>3</sup> of them, the Commanding-Officer accosted<sup>4</sup> the militia in words to this effect:—“*Disperse you rebels—Damn you, throw down your arms and disperse.*” Upon which the troops huzza’d<sup>5</sup>, and immediately one or two officers discharged<sup>6</sup> their pistols, which were instantaneously followed by the firing of four or five of the soldiers, and then there seemed to be a general discharge from the whole body: Eight of our men were killed, and nine wounded.

Source: ‘A bloody butchery, by the British troops: or, The runaway fight of the regulars’, printed and sold by E Russell, Boston, 1775, <[www.loc.gov/resource/rbpe.0380090a/](http://www.loc.gov/resource/rbpe.0380090a/)>

<sup>1</sup>**whence** – where

<sup>2</sup>**expedition** – promptness or speed

<sup>3</sup>**a few rods** – a short distance

<sup>4</sup>**accosted** – confronted

<sup>5</sup>**huzza’d** – shouted with approval

<sup>6</sup>**discharged** – fired

**Question 1 (20 marks)**

- a. Using Source 1 and your own knowledge, outline the causes of tension between Britain and its colonies following the introduction of the Coercive Acts. 5 marks
- b. Using Source 2 and your own knowledge, explain how the colonists perceived the events of Lexington and Concord. 5 marks
- c. Analyse the extent to which the battles of Lexington and Concord were a significant cause of the Revolution. 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 the process of ratification of the Constitution was a challenge to the new regime. Use evidence to support your response.

**Question 3 (10 marks)**

Explain how the Revolution had an impact on Native Americans. 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

Extract from a letter by Marquis de Ferrières, 1789, describing the events known as the Réveillon Riots, which occurred after Jean-Baptiste Réveillon made comments about the economic conditions in Paris

... blood was flowing in the Faubourg St-Antoine<sup>1</sup>. Five or six thousand workers, stirred up by a diabolical<sup>2</sup> cabal<sup>3</sup> that aimed to destroy Necker's ministry and prevent the Estates from meeting, gathered at ten o'clock in the morning. Armed with sticks, they furiously attacked the house of a man named Réveillon, who is the manager of a royal factory at the Porte St. Antoine that makes fine wallpaper. Howling, and screaming that they wanted to murder Réveillon, his wife and his children, the rioters scaled the walls and broke down the doors. They looted everything they could find, burned the wallpapers and the designs and even bonds<sup>4</sup>, wreaked havoc upon<sup>5</sup> the gardens and cut down trees. The house was splendidly furnished—mirrors, books, chests, paintings, everything was smashed and thrown out the windows. Réveillon, his wife and children escaped over the garden wall.

Source: translated from Marquis de Ferrières (Charles-Elié), *Correspondance inédite: 1789, 1790, 1791*, A Colin, Paris, 1932

<sup>1</sup>**Faubourg St-Antoine** – a suburb of Paris called St-Antoine

<sup>2</sup>**diabolical** – evil

<sup>3</sup>**cabal** – a group that is secretly plotting

<sup>4</sup>**bonds** – financial loan documents

<sup>5</sup>**wreaked havoc upon** – caused damage to

#### Source 2

A historical interpretation of the effects of the 1789 harvest crisis, published in 2004

The growth of the population ... meant that there was an imbalance between the population and the food supply. More people survived but on a marginal<sup>1</sup> level. Approximately 30 percent of the population lived in poverty. The gap between the rich and the poor was not lessening but growing. Some historians emphasize the direct link between the high price of bread and the outbreak of revolts. For example, in 1774, when the harvest was poor, bread prices rose more than 50 percent and ignited<sup>2</sup> what has been called the "Flour War"; that is, riots in Paris and northeastern France. In the late 1780s, bread prices increased because of a series of natural disasters. In 1788, a drought in the spring, a hailstorm in the summer, and a bitterly cold winter devastated crops. All these natural disasters drove up the price of grain, which peaked on July 14, 1789, the day the Bastille fell. In a century, the price of goods rose 62 percent, but wages did not. In addition unemployment also spiked upward because of the European-wide recession<sup>3</sup> from 1785 to 1788.

Source: Linda S Frey and Marsha L Frey, *The French Revolution*, Greenwood Press, Westport (CT), 2004, p. 19

<sup>1</sup>**marginal** – living on the edge (of poverty)

<sup>2</sup>**ignited** – started

<sup>3</sup>**recession** – a period of economic decline

**Question 1 (20 marks)**

- a. Using Source 1 and your own knowledge, outline how the Réveillon Riots highlighted rising tension in society. 5 marks
- b. Using Source 2 and your own knowledge, explain the impact of the harvest crisis and food shortages. 5 marks
- c. Analyse the extent to which economic conditions contributed to the outbreak of the 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 extent to which popular sovereignty and representative government were achieved by the new regime. Use evidence to support your response.

**Question 3 (10 marks)**

Explain the importance of Jean-Paul Marat's contribution to the Revolution. 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

Extract from Lenin's 'Draft Theses', 17 March 1917, in which he comments on the new Provisional Government

The new government can give to the peoples of Russia ... neither peace, nor bread, nor complete freedom, and for that reason the working class must continue its struggle for Socialism and for peace, must utilise the new situation for that purpose and explain it to the large masses of the people.

The new government cannot bring peace, because it represents the capitalists and the landowners; and because it is bound by treaties and financial obligations to the capitalists of England and France ... It wishes to conceal from the people the truth about its war programme, and the fact that it is for war, for victory over Germany ...

The new government cannot give the people bread. And no amount of freedom will satisfy masses suffering hunger because of lack of supplies, because of their bad distribution, and, chiefly, because they were cornered<sup>1</sup> by the landlords and capitalists ...

... The new government in its Manifesto<sup>2</sup> promises all sorts of liberties, but does nothing to fulfil its plain and absolute duty to put these liberties into effect ...

Source: Vladimir I Lenin, *Collected Works of Lenin: Volume XX: The Revolution of 1917: From the March Revolution to the July Days, Book I*, International Publishers, New York, 1929, pp. 24 and 25

<sup>1</sup>**cornered** – controlled

<sup>2</sup>**Manifesto** – written statement of intentions

#### Source 2

A historical interpretation of the growing support for the Bolsheviks following the July Days, published in 2000

Bolshevik fortunes revived<sup>1</sup> at the end of August ... leading to their attaining a majority in the Soviets of both Petrograd and then Moscow by early September. This reflected the fact that the economic situation had worsened and food shortages in the towns and increasing unemployment had made the factory committees more radical. Army desertion increased, spurred on by the failure of the summer offensive and the increase in peasant uprisings, which reached a peak in the autumn. Above all the Bolshevik position was immensely strengthened by the outcome of the so-called Kornilov affair in August. General Kornilov had been appointed Commander in Chief by Kerensky in July, with a mandate to continue the war and reimpose discipline on the army. Kornilov ... interpreted this as a licence<sup>2</sup> to move against the Bolsheviks in Petrograd, and the soviets generally ... He was stopped, not by Kerensky, but by striking railwaymen and a remarkable popular movement of workers, turned militiamen to save their revolution. The Petrograd Soviet opposed Kornilov, but it was Bolshevik activists ... who led the movement and gained credit for it.

Source: Beryl Williams, *Lenin*, 'Profiles in Power' series, Pearson Education Limited, Essex, 2000, p. 69

<sup>1</sup>**revived** – improved

<sup>2</sup>**licence** – official permission

**Question 1 (20 marks)**

- a. Using Source 1 and your own knowledge, outline Lenin's opinion of the Provisional Government set up after the February Revolution. 5 marks
- b. Using Source 2 and your own knowledge, explain the growing support for the Bolsheviks after July 1917. 5 marks
- c. Analyse the contribution of Lenin and the Bolsheviks to undermining popular support for the Provisional Government from February to October 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 issuing of new decrees by Sovnarkom after October 1917 sought to achieve revolutionary change. Use evidence to support your response.

**Question 3 (10 marks)**

Explain how Trotsky's role in the Civil War contributed to 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

An extract from Sun Yixian's (Sun Yat-sen's) book *Fundamentals of National Reconstruction*, in which he outlined his 'Three Principles of the People', published in 1923

##### 1. Principle of Nationalism

Revelations of<sup>1</sup> Chinese history prove that the Chinese as a people are independent in spirit and in conduct ... Upon this legacy is based my principle of nationalism ... [We] should strive to maintain independence in the family of nations, and to spread our indigenous<sup>2</sup> civilization as well as to enrich it by absorbing what is best in world civilization ...

##### 2. Principle of Democracy

... I have held the view that China must be made a republic ... While a constitutional monarchy may not arouse deep resentment in other countries ... it will be an impossibility in China. This is from a historical point of view ... If a republican government is adopted, there will be no contention<sup>3</sup> ...

... [A] constitution must be adopted to ensure good government ...

##### 3. Principle of Livelihood

... After comparing various schools of economic thought, I have come to the realization that the principle of state ownership is most profound<sup>4</sup>, reliable and practical ... I have therefore decided to enforce the principle of the people's livelihood simultaneously with the principles of nationalism and democracy ...

Source: Peter N Stearns (ed.), *World History in Documents: A Comparative Reader*, 2nd edition, New York University Press, New York, 2008, pp. 312–314

<sup>1</sup>**Revelations of** – investigations into

<sup>2</sup>**indigenous** – native or coming originally from a place

<sup>3</sup>**contention** – opposition

<sup>4</sup>**profound** – important

#### Source 2

A historical interpretation that discusses Mao Zedong's desire for a peasant-based revolution rather than an urban, working-class revolution, published in 1990

Land redistribution was debated, with Mao Zedong, Peng Pai, and the Hunan peasant leaders arguing for unconditional<sup>1</sup> redistribution. It was in relation to the Hunan peasant rising that Mao made his first original contribution to China's political debates. He was present in his home province of Hunan when peasants in five counties rose in the wake of the revolutionary armies. The movement was almost entirely spontaneous, although a handful of Communist agitators<sup>2</sup>, including Mao, were active. The Communist Party was more alarmed than inspired. Mao, however, wrote a glowing account of the peasant insurrection. In this *Report on the Peasant Movement in Hunan* he argued that peasant disaffection<sup>3</sup> was the main potential force for revolution in China; if the new government in Wuhan supported the peasant movement the revolution could be victorious.

Source: Jack Gray, *Rebellions and Revolutions: China from the 1800s to the 1980s*, Oxford University Press, Oxford, 1990, p. 250

<sup>1</sup>**unconditional** – without limitations

<sup>2</sup>**agitators** – people who urge others to protest or rebel

<sup>3</sup>**disaffection** – feeling of dissatisfaction

**Question 1 (20 marks)**

- a. Using Source 1 and your own knowledge, outline Sun Yixian's (Sun Yat-sen's) 'Three Principles of the People'. 5 marks
- b. Using Source 2 and your own knowledge, explain why Mao Zedong (Mao Tse-tung) saw peasants as essential to the Revolution. 5 marks
- c. Analyse the importance of revolutionary leaders in challenging the existing order up to 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 extent to which the lives of peasants changed in the People's Republic of China between 1949 and 1957. Use evidence to support your response.

**Question 3 (10 marks)**

Explain how the treatment of Peng Dehuai (P'eng Te-huai) changed the direction of the Revolution. 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 29.

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## America

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

#### Question 1 – Essay (20 marks)

‘It was the contributions of popular movements that were most significant in causing 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 Treaty of Paris 1783, which officially ended the War of Independence and formalised the terms of the peace between the United States, Britain and their allies

Article 1st:

His Britannic Majesty acknowledges the said United States ... to be free sovereign<sup>1</sup> and Independent States ...

Article 2d:

And that all Disputes which might arise in future on the subject of the Boundaries of the said United States may be prevented ...

...

Article 4th:

It is agreed that Creditors on either Side shall meet with no lawful Impediment<sup>2</sup> to the Recovery of the full Value in Sterling Money of all bona fide<sup>3</sup> Debts ...

Article 5th:

It is agreed that Congress shall earnestly recommend it to the Legislatures of the respective States to provide for the Restitution<sup>4</sup> of all Estates, Rights, and Properties, which have been confiscated belonging to real British Subjects; and also of [those] ... who have not borne Arms against the said United States.

Source: Treaty of Paris, 1783, transcript; International Treaties and Related Records, 1778–1974; General Records of the United States Government, Record Group 11; National Archives; Our Documents, <[www.ourdocuments.gov/doc.php?flash=false&doc=6&page=transcript](http://www.ourdocuments.gov/doc.php?flash=false&doc=6&page=transcript)>

<sup>1</sup>**sovereign** – a state possessing the authority to govern itself

<sup>2</sup>**Impediment** – barrier

<sup>3</sup>**bona fide** – genuine

<sup>4</sup>**Restitution** – return of something to its owner

## Source 2

A map that shows how the Treaty of Paris 1783 changed the boundaries of the United States



Source: © Swanston Map Archive Limited, all rights reserved;  
The Map Archive, <[www.themaparchive.com/product/the-treaty-of-paris-1783](http://www.themaparchive.com/product/the-treaty-of-paris-1783)>

**Source 3**

A historical interpretation from 2008 describing the consequences of the War of Independence and the impact of the Treaty of Paris 1783

Americans' exuberance<sup>1</sup> for achieving independence in 1783 dissolved into gloom and frustration by 1785 as the economy of the new nation sank into depression. During the middle years of the 1780s, slumping<sup>2</sup> exports, falling prices for agricultural products, lower wages and stagnant<sup>3</sup> industries caused widespread hardship, indebtedness<sup>4</sup>, and, eventually, armed protests ... These economic problems were accentuated<sup>5</sup> by public debt that had accumulated during the war against Britain ...

The Treaty of Paris, ratified in 1783, signaled the reopening of trade with Britain. American merchants scrambled<sup>6</sup> to purchase imports from abroad, bought largely on credit, and resell these goods to retailers around the country. Payments from buyer to seller, including British exporters, drained specie ("hard" money, in the form of gold and silver) from the United States. This outflow of currency slowed the initial flurry of commercial activity and contributed to a downward spiral of business. Prices began to fall in 1784 and continued downward for several years ... One recent estimate calculated that the economy declined by 41 percent between 1774 and 1790.

Source: Ballard C Campbell, *Disasters, Accidents, and Crises in American History: A Reference Guide to the Nation's Most Catastrophic Events*, Facts On File, Inc., New York, 2008, pp. 43 and 44

<sup>1</sup>**exuberance** – excitement

<sup>2</sup>**slumping** – decreasing

<sup>3</sup>**stagnant** – not developing

<sup>4</sup>**indebtedness** – owing money

<sup>5</sup>**accentuated** – made worse

<sup>6</sup>**scrambled** – rushed

**Question 2** (20 marks)

- a. Using Sources 1 and 2 and your own knowledge, outline the terms of the Treaty of Paris 1783. 5 marks
- b. Using Source 3 and your own knowledge, explain how the Treaty of Paris 1783 had an impact on the economy of the new society. 5 marks
- c. Evaluate the extent to which economic development challenged the new regime. Use evidence to support your response. 10 marks

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## France

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

#### Question 1 – Essay (20 marks)

‘The calling and regulation of the Estates-General was the most important cause of the Revolution of 1789.’

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

This cartoon titled *The Patriotic Fat Remover* is from 1790. It shows revolutionaries forcing members of the clergy into a press to reduce their size.



Source: Heritage Image Partnership Ltd/Alamy Stock Photo

Translations: The text at the bottom-left corner of the image reads ‘Patience sir, your turn will come’. The text at the bottom centre of the image reads ‘The Press’. The text at the bottom-right corner of the image reads ‘There is no more remedy’.

## Source 2

Extract of the articles of the Civil Constitution of the Clergy from the National Assembly on 12 July 1790

### Title I

ARTICLE I. Each department shall form a single diocese<sup>1</sup>, and each diocese shall have the same extent and the same limits as the department.

...

XX. All titles and offices other than those mentioned in the present constitution ... are from the day of this decree extinguished and abolished and shall never be [re-established] in any form.

### Title II

ARTICLE I. Beginning with the day of publication of the present decree, there shall be but one mode of choosing bishops and parish priests, namely that of election.

...

XXI. [The] Bishop elect shall take a solemn<sup>2</sup> oath ... to be loyal to the nation, the law, and the king, and to support with all his power the constitution decreed by the National Assembly and accepted by the king.

...

### Title III

ARTICLE I. The ministers of religion ... shall be supported by the nation.

...

### Title IV

ARTICLE I. The law requiring the residence of ecclesiastics<sup>3</sup> in the districts under their charge shall be strictly observed. All vested<sup>4</sup> with an ecclesiastical office or function shall be subject to this, without distinction or exception.

Source: James H Robinson, *Readings in European History*, vol. II, Ginn and Company, Boston, 1906, pp. 423–426

<sup>1</sup>**diocese** – a district under the care of a bishop

<sup>2</sup>**solemn** – serious

<sup>3</sup>**ecclesiastics** – members of the clergy

<sup>4</sup>**vested** – officially given the right to

## Source 3

A historical interpretation of the reforms of the Catholic Church made by the Constituent Assembly, published in 2002

The French Revolution had many turning-points; but the oath of the clergy was, if not the greatest, unquestionably one of them. It was certainly the Constituent Assembly's most serious mistake. For the first time the revolutionaries forced fellow citizens to choose; to declare themselves publicly for or against the new order. And although refusers branded themselves unfit to exercise public office in the regenerated French Nation, paradoxically<sup>1</sup> their freedom to refuse was a recognition of their right to reject the Revolution's work. In seeking to identify dissent<sup>2</sup>, in a sense the revolutionaries legitimized<sup>3</sup> it. That might scarcely have mattered if, as the deputies expected, nonjurors had amounted only to a handful of prelates<sup>4</sup>... But when, months rather than the expected few weeks later, the overall pattern of oath-taking became clear it was found that around half the clergy of France felt unable to subscribe<sup>5</sup>.

Source: William Doyle, *The Oxford History of the French Revolution*, 2nd edition, Oxford University Press, Oxford, 2002, p. 144

<sup>1</sup>**paradoxically** – in contradiction with itself

<sup>2</sup>**dissent** – differences in opinion

<sup>3</sup>**legitimized** – made it lawful

<sup>4</sup>**prelates** – high-ranking members of the clergy

<sup>5</sup>**subscribe** – agree with

**Question 2** (20 marks)

- a.** Using Sources 1 and 2 and your own knowledge, outline the reforms made to the Church. 5 marks
- b.** Using Source 3 and your own knowledge, explain how Church reform created divisions within the Church itself. 5 marks
- c.** Evaluate how reforms to the Church challenged the consolidation of the new regime. Use evidence to support your response. 10 marks

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## Russia

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

#### Question 1 – Essay (20 marks)

‘World War I highlighted the tensions in Tsarist Russia and contributed significantly to the outbreak of revolution in February 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

Extracts from the resolutions passed by a mass meeting of sailors, workers and soldiers at the Kronstadt Naval Base on 1 March 1921

1. In view of the fact that the present Soviets do not express the will of workers and peasants, new elections should be immediately held by a secret ballot<sup>1</sup>, and the elections should be preceded by free electoral propaganda among workers and peasants.
2. Freedom of speech and press to be granted to workers and peasants, to Anarchists and to left-wing socialist parties.
3. Also freedom of assembly and of trade-union and peasants’ associations.
- ...
5. All political prisoners belonging to socialist parties and also all workers and peasants, Red Army soldiers and sailors arrested in connection with workers’ and peasants’ disturbances, to be set free.
- ...
7. All political cells to be dissolved, as no one party can be allowed to possess privileges in propagating<sup>2</sup> its ideas and to receive government money for that purpose ...
- ...
11. Full freedom to be granted to peasants to cultivate their land as they think best, and to keep cattle by their own efforts, that is, without hired labor.
- ...
15. It is demanded that free production by individual craftsmen using only their own labor should be allowed.

Source: Raphael R Abramovitch, *The Soviet Revolution: 1917–1939*, International Universities Press, Inc., New York, 1962, pp. 197 and 198

<sup>1</sup>**ballot** – vote

<sup>2</sup>**propagating** – spreading

### Source 2

A historical interpretation describing the way in which the Kronstadt rebels were treated by the Bolsheviks, published in 2017

With tens of thousands of Red Army regulars, well clothed and well armed, supplied with enough artillery shell to bombard<sup>1</sup> the rebels from the mainland without interruption for ten days, the outcome was never really in doubt. On the night of March 16, fifty thousand Red troops, under cover of darkness, set out over the ice ... reaching Kronstadt harbor before they were marked by armed defenders, who were outnumbered four to one. The rebels fought fiercely, inflicting ten thousand casualties on the Reds before succumbing<sup>2</sup> on the morning of March 18. Trotsky had vowed the rebels would be “shot like partridges<sup>3</sup>,” and he was good to his word. Of rebel survivors, 2,103 ringleaders were executed and another 6,459 sent to prisons or concentration camps, mostly forced-labor facilities in the Arctic far north, where nearly three quarters would die within a year.

Source: Sean McMeekin, *The Russian Revolution: A New History*, Profile Books, London, 2017, p. 317

<sup>1</sup>**bombard** – attack continuously with bombs or other missiles

<sup>2</sup>**succumbing** – surrendering

<sup>3</sup>**partridges** – a type of bird

### Source 3

This painting titled *Red Army troops attack Kronstadt on March 1921* shows the assault on the rebels at the naval base at Kronstadt. The Red Army troops are wearing white camouflage suits to advance across the ice.



Source: Rudolph Rudolphovich Frenz, *Red Army troops attack Kronstadt on March 1921*, The State Russian Museum, 1935; Album/Alamy Stock Photo

**Question 2** (20 marks)

- a.** Using Source 1 and your own knowledge, outline the reasons why the rebels at Kronstadt were opposed to Bolshevik rule. 5 marks
- b.** Using Sources 2 and 3 and your own knowledge, explain how the Bolsheviks responded to the Kronstadt Revolt. 5 marks
- c.** Evaluate how the Kronstadt Revolt influenced decisions made at the Tenth Party Congress (introduction of the NEP and Lenin's 'On Party Unity'). Use evidence to support your response. 10 marks

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## China

### Causes of revolution – The Chinese Revolution from 1912 to 1949

#### Question 1 – Essay (20 marks)

‘The actions of the Guomindang (Kuomintang) towards the Chinese people ultimately led to their defeat by 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

A historical interpretation that describes the beginning of the Great Leap Forward and Mao’s input in creating excitement around the goals, published in 2006

For the Chinese population, the Great Leap was indeed an enormous jump—but in the amount of food extracted. This was calculated on the basis, not of what the peasants could afford, but of what was needed for Mao’s program. Mao proceeded by simply asserting that there was going to be an enormous increase in the harvest, and got the provincial chiefs to proclaim that their area would produce an astronomical<sup>1</sup> output. When harvest time came, the chiefs got selected lackeys<sup>2</sup> down at the grassroots to declare that their areas had indeed produced fantastic crops. Mao’s propaganda machine then publicized these claims with great fanfare. The stratospheric<sup>3</sup> harvests and other sky-high claims were called “sputniks,” reflecting Mao’s obsession with the Russian satellite. On 12 June *People’s Daily* reported that in Henan, Mao’s No. 1 model province, a “Sputnik Cooperative” had produced 1.8 tons of wheat on one *mu* (1/6th acre)—more than ten times the norm.

Source: Jung Chang and Jon Halliday, *Mao: The Unknown Story*, Anchor Books, New York, 2006, pp. 418 and 419

<sup>1</sup>**astronomical** – extremely large

<sup>2</sup>**lackeys** – assistants

<sup>3</sup>**stratospheric** – extremely large

### Source 2

A poster titled *Brave the wind and the waves, everything has remarkable abilities*, produced in 1958, which depicts a great amount of produce and the revolutionary classes experiencing the benefits of communist policies



Source: Wang Liuying, Xin Liliang, Meng Muiyi, Xu Jiping, Zhang Biwu, Wu Shaoyun, Jin Zhao Fang, Yu Weibo and Lu Zezhi, *Brave the wind and the waves, everything has remarkable abilities*, poster, Shanghai renmin meishu chubanshe, 1958; in [chinese-posters.net](http://chinese-posters.net), <<https://chinese-posters.net/posters/pc-1958-024>>

### Source 3

A historical interpretation that outlines the consequences of communal dining halls and food allocation during the Great Leap Forward, published in 2017

In the autumn, when the harvest was brought in, communal dining halls were established. The peasants gorged<sup>1</sup> ... the communes were the way to paradise and each person could eat his fill. In two months, the food supply was exhausted. The peasants expected the government to provide more. It did not. Hunger set in. To Mao communal eating was a step towards the bright communist future that was his ultimate goal, a way to promote a collective lifestyle and produce economies of scale, since each family would no longer have to cook for itself, and at the same time to eliminate private property, seen as the root of capitalism and of inequalities. In practice, the opposite occurred. Local cadres<sup>2</sup>, entrusted with allocating scarce food supplies, suddenly acquired powers of life and death over the population they controlled. A work group leader or production team secretary could determine whether or not an uncooperative villager survived. While the cadres feasted, and sent up optimistic reports of bumper<sup>3</sup> harvests to the upper levels, the peasants ate bark and elm leaves – if they were lucky – or filled their stomachs with river clay.

Source: Philip Short, *Mao: The Man Who Made China*, IB Tauris & Co. Ltd, London, 2017, p. 479

<sup>1</sup>**gorged** – stuffed themselves with food

<sup>2</sup>**local cadres** – local Chinese Communist Party officials

<sup>3</sup>**bumper** – exceptionally large

**Question 2** (20 marks)

- a.** Using Sources 1 and 2 and your own knowledge, outline the aims of the Great Leap Forward. 5 marks
- b.** Using Source 3 and your own knowledge, explain how living and working conditions changed under the Great Leap Forward. 5 marks
- c.** Evaluate how the mass campaigns of the Chinese Communist Party had an impact on the people of China. 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