



GENERAL COMMENTS

It was pleasing to see that students adopted useful strategies to structure their answers to questions on the 2013 History: Revolutions examination. Most students utilised the space provided for each answer very well. The most successful answers were precise in supplying facts and showed clear references to the question.

There were too many unnecessary references to historians in Section A, Questions 1 and 2 and the essay in Section B that often caused disruption to the flow of the argument and the presentation of facts. It is better for students to place their focus on factual information and their own interpretation, rather than what someone else has said about the event. The organisation of answers was generally better than in previous years, with most students ordering information chronologically throughout their discussions.

Students should be instructed to use the space indicated for the answer. A number of students did not write the extra parts of their answers in the correct place for each Section. Students must be very careful about where they put extra parts of answers and should ensure clear labels are used. The extra space is provided specifically at the end of Section A and at the end of Section B.

There were some students who wrote on the wrong Revolution in the wrong place; for example, answering Section A questions in Section B of the answer book. Some answered the same Revolution in Section A and in Section B. Others answered the question on the graphic for each of their selected Revolutions, placing a second answer for Question 3 (graphic) in the space for Section B, Question 1 (extract), and some wrote answers for Questions 1 and 2 or 3d. in the space provided for the essay.

SPECIFIC INFORMATION

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

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

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

Section A – Revolution one

Revolution chosen	none	America	France	Russia	China
%	0	13	38	38	10

Question 1

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	6	5	10	13	14	15	13	11	7	4	1	4.6

Question 2

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	6	5	9	13	14	16	14	11	7	4	1	4.6

Question 1 and 2

Responses to Questions 1 and 2 contained a good range of factual information, in precise detail. Most students placed dates in brackets, which is a very good strategy to showcase the precision of their answer. Answers were usually successfully signposted with ‘firstly’, ‘secondly’ and ‘thirdly’, which set up an excellent structure for the answer and gave events in chronological order. Many students commenced their answer with a brief contention that touched on their main points and this was also an excellent way to begin a response. The most successful responses used accurate, specific historical terms and included dates, places and names. However, more frequent reference to the question terms ‘contributed to the development of the Revolution’ and ‘contributed to a revolutionary situation’ separated strong answers from weak ones. These phrases need to be integrated in the response as each piece of information is explained, rather than referred to at the end of the response in an attempt to tie it to the question. Students seemed most confident with showing how the Revolution developed along a series of events. Question 1 demanded a broad view, stepping back from events and seeing ‘development’. However, many students used the words ‘revolutionary situation’ in Question 1



and seemed to see the terms for Question 1 and Question 2 as interchangeable. This should be discouraged as the questions are quite distinct.

Students appeared less confident with Question 2 and their ability to show their understanding of a volatile situation. Many answers to Question 2 about ‘a revolutionary situation’ were really talking about the path to Revolution. Question 2 demanded a very specific, close focus, rather than the broad view given for Question 1. Students should refer to the specific events that create a potentially volatile situation and the shifting of power. The answer should express an understanding of the moment when the established government loses control.

America

Question 1 asked about the ideas of republicanism and how these contributed to the development of the American Revolution. Republicanism is one of the key traditions of revolutionary thought and as such, students should have been able to discuss its importance and relevance to the development of the American Revolution. Better answers began with a definition of republicanism. Increasingly, for the Americans, the idea of self-government had been forged over many years of salutary neglect when colonists created assemblies that were self-governing. Therefore, the *Proclamation Act 1763*, which restricted settlement, was seen as an imposition on colonial expansion and the first indication that Britain was going to reassert its sovereignty over the colonies. A second point in this answer could have developed around the writings of the enlightenment thinkers such as John Locke, who challenged old views and traditions. The enlightenment writers stressed the intrinsic quality of a person and emphasised the natural rights of individuals, arguing that people of good character and intelligence could govern themselves within the framework of the right organisation. The colonists viewed their local assemblies as places where the interests of the people were discussed and policy was formed. Documents like the *Summary View of the Rights of British America* explored ideas about the rights of governments to impose laws and what action should be taken when these rights were transgressed. A third point could have been anchored in the later period of the Revolution. Thomas Paine’s *Common Sense* is arguably the most tangible piece of writing attacking constitutional monarchy and arguing for a republic, while the Declaration of Independence penned by Jefferson was republican in its beliefs of liberty and the unalienable rights to self-government.

Unfortunately, there were many responses to Question 1 that equated republicanism only with the concept of ‘no taxation without representation’. While the concepts are linked and issues of taxation raised the call for a republican form of government, they are not interchangeable.

Question 2 on America asked students to explain how the actions of the British Government from 1763 up to and including 1774 contributed to a revolutionary situation. Answers to this question should not have dealt solely with British taxation legislation. There was a range of British actions that incensed the colonists. The *Proclamation Act 1763* was the first, as it acted as a barrier to westward expansion and restricted the movement of colonists, especially enterprising and influential people such as Washington. Taxation legislation (*Stamp Act 1765*, *Townshend Duties 1767* and the *Tea Act 1773*) certainly affected the attitude of the colonists to the British, and this was generally well handled in answers. A third area of British actions that was deserving of discussion was the sending of standing armies to the colonies (the Quartering Acts). This was seen as an affront to their liberty, and the ratio of redcoats to colonists in major towns like Boston led to conflict and armed combat. The reinforcement of British forces after the Boston Tea Party led to the Powder Alarm and the eventual outbreak of armed combat at Lexington-Concord and Bunker Hill.

America, Question 1

The following is an example of a high-scoring response.

The notion of republicanism in the American Revolution centred around a glowing sense of national unity and entitlement to actual representation that would inevitably lead to a revolutionary situation by 1776. The Proclamation Act of 1763 marked an end of the 150 years of salutary neglect in which America had been able to govern itself internally. George Washington referred to this as a ‘temporary expedient to quieten the minds of the Indians’. This fostering belief of anti-British sentiment was exacerbated with the implementation of the Stamp Act of 1765. Here the colony would voice their disgust at British taxation by claiming it is a fundamental breach of Natural Rights inspired by John Locke. This fervent belief motivated Patrick Henry to develop his Virginia Resolves in asserting that Americans were ‘entitled to all liberties, privileges and immunities of free born Englishmen’. This rhetoric resulted in a Stamp Act Congress which marked the birth of a developing sense of ‘Republicanism’. This belief was at the basis of colonial objections to the Townshend Act of 1767 and the subsequent Boston Massacre of 1770. With the aid of Samuel Adams ‘Short story of the horrid Massacre in Boston’, enflaming the colonials belief to their entitlement to representation, cemented in the infamous phrase ‘no taxation without representation’. With the Boston Tea Party 1773 causing the Coercive Acts of 1774, it was the American response to create the 1st and 2nd Continental Congress which affirmed totally the ideal of a ‘Republic’. With the Virginia House of Burgess proclaiming ‘an attack made on a sister colony is an attack made on us all’, which emphasized the Americans belief in national republicanism and led to the Declaration of Independence.



France

Most answers to Question 1 showed an impressive amount of knowledge from Necker's *Compte Rendu* 1781 to 4 August 1789, including rejection of Calonne and Brienne's tax reform proposals, the Assembly of Notables, the Parlement of Paris, exile to Troyes, the Day of Tiles, deliberation over voting by head or by order, the failure of the Estates General to address reform and the renunciation of privileges on 4 August 1789.

In Question 2 many answers started with a lead-up to the Bastille, which was unnecessary. Better answers began with potentially volatile events such as the King's movement of troops to Paris creating a climate of fear and then the sacking of Necker, the people's favourite, which inflamed a precarious situation. Seizing the moment, Camille Desmoulins whipped up the crowd to march on the Invalides. Alongside this was the desertion of the French Guard; the climate of hysteria with the death of De Launay and Foulon in the fall of the Bastille; the moment where power changed hands with the King's recall of Necker; the formation of the National Guard and the Paris Commune; and the King being forced to return to Paris, wear the cockade and recognise the Commune. Then the sense of panic continued in the Great Fear, during July to August, which caused the nobles to react in fear with the night of patriotic delirium and renounce their privileges. Some excellent answers included the role of Camille Desmoulins in stirring up popular action. It was clear that students need to engage more with the notion of a revolutionary situation and what this means in terms of human responses.

France, Question 1

The following is an example of a high-scoring response.

It was the failure to reform in terms of finance, the Third Estates deputies' role in the Estates General, and the lack of reform in the Estates General itself that developed the French Revolution. On August 20 1786, Calonne went to Louis XVI with his plans for fiscal reform, fearing an imminent bankruptcy from a debt of 116 million livres after participation in the American War of Independence (1776-1783). It was because of the territorial subvention, to replace the taille and capitation, that would be payable by the 2nd Estate citizens that meant that the Assembly of Notables, summoned by Louis in April 1787, and full of nobles, that the reforms did not pass. It was the defiance against the King in refusing reforms as well as the increasing of the poor financial situation that led to a revolutionary situation. Furthermore, when the Estates General was called for May 1789, the issue on whether deputies could vote by head or estate had not been decided. It was the lack of reform on this front that led to increased radicalisation within the Estates General, with the King only arguing to allow the Estates to verify together on 27 June, but this was too late; a National Assembly had already been declared on 17 June. Finally, Because of the issues of voting by head or Estate and verifying together or not, the Estates General didn't lead to immediate reform. It was this news, in the form of Mirabeau's writing, and a fear of a plot from the nobles that led to the Great Fear in the country in July. Frightened by the possible outcomes of these risings on 4 August 1789, on the night of Patriotic Delerium, nobles gave up their ancient rights and privileges, vowing to 'end feudalism in its entirety'. It was ultimately failure to reform on a financial or social level that led to a Revolution in 1789.

Russia

Question 1 on how the conditions of the peasants contributed to the development of the Revolution was moderately well answered. However, some students did not appear able to distinguish peasants from industrial workers. The best answers explained that many peasants were forced off the land by huge mortgage payments and went to the cities, thus joining the workers in events such as Bloody Sunday. They also discussed the role of peasants in wars such as the Russo-Japanese War and focused on the after-effects for peasants. World War I was also discussed in terms of how it affected peasants. Very good answers included Stolypin's reforms merely appeasing the peasants and creating a desire for land that appeared later as a revolutionary demand. Excellent answers tied in the peasants' demands with Lenin's 'April Theses' and his recognition of the need for their support. Weaker answers tended to miss the link between peasants joining city workers and simply referred to 'the workers', writing about industrial workers' actions leading to the Revolution. It is vital that students gain an understanding of the differences between each social group and their role in the development of the Revolution.

Question 2 on the 'April Theses' creating a revolutionary situation was generally answered well, and students knew the slogans 'peace, bread and land' and 'all power to the soviets' as well as Soviet Order Number 1. Many answers showed a very good understanding of the way Lenin's 'April Theses' undermined the Provisional Government, creating an increased desire for further Revolution. Good answers also referred to the failure of the Provisional Government's June Offensive and the resulting tension and intense dissatisfaction by providing information about the increase in Bolshevik membership.



Russia, Question 1

The following is an example of a high-scoring response.

The peasant class in Russia made up around 82% of the population and as such their desires being met and their support would be essential in the development of revolution. Firstly, the peasants' condition with regards to land was extremely poor, influencing Pyotr Stolypin to include the peasantry in reform. After the Emancipation of the Serfs in 1861, although peasants were no longer slaves many were indebted to landlords for up to 49 years. As such Stolypin implemented reform on the 9th of November 1906 that would see the peasantry able to own land. By appeasing the poor conditions of the peasant class with regard to land, Stolypin would inspire the peasantry to desire reform throughout the later years of the revolution. Secondly, the peasants desire for land and their repression would lead to their support of the Social Revolutionaries, a popular revolutionary party. As the Social Revolutionaries would become very powerful in the later years of the Revolution, the peasant support due to the addressing of their conditions would be crucial. Thirdly, Lenin's April Theses (4 April 1917) would include the peasantry by catering to their desire for peace during World War 1 (1914-1918). As the Russian Army was mainly made up of peasants through conscription, the failure in ww1 had a devastating effect on them. There were around 4million deaths in the first year of war. Thus Lenin was the only revolutionary party to promise 'peace'. The peasants would give the Bolsheviks significant support for the Revolution. Finally the support obtained by the peasantry would give Lenin the power in numbers necessary for the October insurrection (24th- 28th October 1917), seeing 'all power to the Soviet' and subsequently the Bolshevik gain of control.

Russia, Question 2

The following is an example of a high-scoring response.

Firstly Lenin's April Theses, released on the 4th of April 1917, advocated soviet rule and only soviet rule. This principle agitated tension already ostensible between the Provisional Government and the Petrograd Soviet which is exemplified in the issuing of Soviet Order No 1 which undermined the Provisional Government's authority by prohibiting any Provisional Government action if it did not coincide with Soviet interests. Lenin's April Theses further strained relations resulting in the demarcation of two camps: Provisional Government and Petrograd Soviet. Secondly, Lenin's April Theses exhibited his disdain for the Provisional Government and stressed also that the soviets should not support the Provisional Government either. As the Provisional Government's members were the remnants of the Fourth Duma, much of the public did not feel represented by a bourgeoisie filled party. If the soviets who were supposedly representative of the people did not support the Provisional Government, then public support too waned. This attributed to greater anti-Provisional Government sentiment. Thirdly Lenin's April Theses called for an end to Russia's involvement in the Great War. Calling it an 'Imperialist war', Lenin urged the soviets to fight to remove Russia and leave imperialist nations to resolve their own imperialist conflicts. This anti-war principle was approved of strongly by the people who were already war weary and provided the soldiers a reason to surrender that would otherwise been perceived as cowardice. Lenin's April Theses increased tension between the two leading bodies; the Provisional Government and the Petrograd Soviet leading to the subsequent Bolshevik takeover in October 1917.

China

Students responded to Question 1 in a variety of ways, but few students saw the opportunity provided by the question, which did not restrict the answer to just a discussion of the warlords. Better responses began with the warlords, then moved to discuss events such as the foundation of the Chinese Communist Party (CCP) and the strengthening of the GMD. Others moved on to discuss the First United Front/Northern Expedition. Weaker responses tended to begin with the death of Yuan Shikai and explain how the Warlord period began. Many also resorted to narrative with information regarding some of the different warlords such as the Christian and Dog Meat Warlords. Weaker responses also mentioned events that occurred before this period, such as the Boxer Rebellion.

Question 2 on the Long March was handled quite well, and many students used their substantial knowledge effectively. The difference between mid-range and strong answers was that strong answers moved beyond narrative and clearly articulated the significance of the points made in relation to the development of the Revolution. Students mentioned the Zunyi Conference, the subsequent use of guerrilla warfare and the decline of the influence of the 28 Bolsheviks, the use of the March as a propaganda machine ('seeding machine'), the glorification of the survival of the March, the relationships formed between Mao and other key members of the CCP such as Zhou Enlai and Zhu Du, and the mythology of battles such as the Luding Bridge. Very good responses tried to cover the range of the two-year period, with mentioning the conclusion of the March in Yanan and the significance of this period.

2013 Examination Report



China, Question 1

The following is an example of a high-scoring response.

Firstly, the Warlord Era from 1916 indicated the division between the Chinese government. As a result of these factions, China was fragmented but this instilled a desire for unity once again. Warlords had pillaged through villages and even had civil war of their own as in 1920 and 1922 where 2000 men had been killed which in turn, made the Chinese advocate for change. Secondly, during the period, in the midst of the Great War, emerged the New Culture Movement where many intellectuals questioned what it meant to be Chinese especially after the Treaty of Versailles, in May 4th 1919. Hence the Chinese did not have their German concessions returned to them, which only fuelled revolutionary sentiment in China. 30,000 students protested at the Gate of Heavenly Peace in Tiananmen Square in order to exemplify their frustration but nonetheless, foreign legations had once again given yet another reason for anti-foreign and revolutionary feeling to grow. Additionally the Warlord Era also prompted the establishment of a United Front in January 1923. Sun Yat-Sen's Three Principles of Nationalism, Democracy and the People's Livelihood whereby Nationalism emphasised that there should be the China of the Chinese and the absolute necessity in eradicating the warlords which in turn contributed to the development of revolutionary fervour. Consequently the Northern Expedition in July 1926 paired the Chinese Communist Party with the Guomindang and successfully defeated the warlords. Despite the warlords consisting of approximately 750,000 soldiers juxtaposed against the Guomindang and the Chinese Communist Party which only comprised of 85,000 soldiers with 6000 Huangpu men, the Northern Expedition was indeed effective. From this an overwhelming sense of nationalism continued to grow which in turn highlighted the need for a revolution. Moreover, the effectiveness of the Northern Expedition also proved to Chiang Kai Shek that the Communists were gradually becoming a formidable force and consequently led to the Shanghai Massacre in April 1927. Subsequently the massacre separated the Nationalists and the Chinese Communist Party as 5000 to 10,000 communists and unionists had been murdered. Thus a revolution was to be created later on as the communists learned that they were unable to trust the GMD.

Question 3

Question 3a.

Marks	0	1	2	Average
%	8	36	56	1.5

Question 3b.

Marks	0	1	2	Average
%	11	32	57	1.5

Question 3c.

Marks	0	1	2	3	4	5	6	Average
%	8	12	23	24	17	11	4	2.8

Question 3d.

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	9	8	11	13	13	14	11	10	7	3	1	4.3

The extraction of information from visual sources and analysis in order to draw conclusions about aspects of the Revolution is a very challenging part of the paper. The majority of students showed understanding of social groups and symbols of revolutionary ideas, events or movements and were able to identify them. However, many students did not correctly use specific labels for social groups such as 'proletariat', 'industrial workers', 'peasants', 'deputies', 'Red Army soldier' and 'CCP members'. Comprehension questions are best answered by using precise terms and carefully considering revolutionary ideas or such features as 'strength', 'historical importance' or 'revolutionary endeavour'. Many students did not answer these questions correctly because it appears that they were seeking to provide a more complex answer, rather than simple comprehension from the graphic. It is a good idea to make lists of ideas, social groups and actions that are commonly expressed in visuals of the Revolution to help students become familiar with the way they are often represented. In responding to Question 3c., the strongest responses showed comprehension of the main idea depicted in the image and were able to add detailed factual knowledge, containing dates and names, from the depicted period to the answer. Many students did not add their own factual information and just explained what the image showed about the particular event or period in the Revolution. There was a lot of summarising, and some answers referred to historians, which was not required for this question. It would be good for students to take note of the date of the event depicted in the source and/or its production date, which is provided on the exam paper, and use it to consider how that period may have affected the way the event has been depicted. This can be utilised in explaining what is shown in the image.



Question 3d. was not done well by some students, who did not appear to understand historical viewpoints. Many students applied historians' names incorrectly across the Revolutions and labelled them incorrectly or inappropriately. One historian was labelled by different students as communist, post-revisionist, social, cultural, feminist, minimalist and anarchist. Often what the student expressed had little relevance to the argument in the answer. Short quotes from historians were very common and they usually did not assist the response. There were also some attempts to respond to the image as if it were a 'language analysis' task. The majority of answers focused on explaining the strengths and weaknesses of the image and providing students' own knowledge of the period. The most successful students showed an understanding of a historical viewpoint about the Revolution. They compared it with their own view and supported their view with factual information and ideas from the image. Entry strategies for the responses varied, but very good answers started with the contention of the image, then moved to factual information and comparisons to historians.

America

The painting focused on the signing of the Constitution. This was accessible to most students, who wrote with confidence in Question 3c. about the steps that had to be taken before the Constitution was finally ratified. The weaknesses of the Articles of Confederation were discussed and how this necessitated the Annapolis meeting, the coming together of delegates similar to that represented in the painting. Other points raised in responses were the problems that required compromise: economic issues surrounding the non-payment of ex-army and the actions of regulators that led to incidents like Shays' Rebellion. Other points of interest were the debates about the contents of the Constitution and the compromises struck between the northern and southern states over issues of taxation and the counting of slaves for the purposes of representation. This was nicely linked to the painting, the coming together of representatives from the states that share a common desire for a united country and are willing to cooperate to achieve it. Question 3d. was generally handled well, with students interpreting the question in one of two ways. When asked if the painting was an accurate depiction of the new society, some students limited their response to the moment in time (the signing of the Constitution) and discussed the level of harmony between the states, and made reference to the debates between federalists and anti-federalists. They focused on the debates about the Constitution as being a 'second revolution' and Adams lamenting that the arguments were so protracted that he 'doubted he would ever see home'. Another approach was where students looked at the painting and assessed the degree to which it reflected the social hierarchy of the time. These students looked at the Constitution as a document that protected the rich and marginalised groups such as women, Native Americans and slaves. In both cases, historians' opinions were used competently to support an argument.

France

The subject of the painting, the arrest of Robespierre on the Night of the 9th to 10th Thermidor, was an event that students found accessible. Most students correctly identified the Declaration of the Rights of Man and Citizen in the background and Phrygian hats, cockades, National Guard, sans culottes, members of the CPS, deputies and Jacobins. The answers to Question 3c., which required factual information for the reasons that Robespierre fell from power, showed very good knowledge of the legislation of the Terror, and the majority of students accurately named various laws. The best answers went further and expressed ideas about the alienation of the sans culottes in particular, the deaths of Danton and the Indulgents, and the Cult of the Supreme Being. Some recognised that the Law of 22 Prairial removed immunity from deputies, which allowed Robespierre to become a victim of his own legislation. It was also impressive that many answers referred to Robespierre's last speeches in the Convention, his reference to a list of names and the fear other deputies held for their own lives.

Question 3d. asked students to compare the way Robespierre fell from power to the fall of other leaders. Students who started their answer with a contention of the view depicted in the image had an excellent structure on which to build their answer. The best students understood the image depicted a movement of the people, in particular the sans culottes, who no longer supported Robespierre. Students understood the violence in the depiction. They compared his loss of power to the fall of Lafayette, the Girondins, Louis, Danton, Hebert and weaker answers referred to Marat. They were able to interpret the 'way' leaders lost power as being through violence, factional rivalry or tension caused by legislation. Generally, students showed they had a very good range of knowledge to answer this question. Schama's view about violence 'driving the Revolution' was frequently referred to, as well as Doyle's view that Robespierre's fall was the rejection of a form of government. One reason that many students did not score highly was that they were too focused on providing their knowledge of the way leaders lost power, rather than seeing the image as providing a particular viewpoint. Consequently, the majority of students showed that they could weigh up strengths and weaknesses of the depiction, but they did not discuss viewpoints about changing leadership in the Revolution.

There were many fine answers with varying combinations of the students' own knowledge, such as that the threat of war had diminished and the Terror legislation was no longer justified; the Cult of the Supreme Being took the Revolution in a direction that was not popular; the de-Christianisation movement lost massive support as well as the



Terror legislation outlined above, and students tied these actions to Robespierre. The following response demonstrates detailed knowledge, containing dates and names of legislation to support a view on the fall of Robespierre.

France, Question 3c.

It was ultimately Robespierre's role in creating the Law of 22 Prairial (10 June 1794), his contribution to the Great Terror (10 June to 26 July) and his threatening speech in the National Convention (26 July) that led to his arrest and downfall on 27 July. On 10 June the Committee of Public Safety (CPS) unofficially led by Robespierre, passed the Law of 22 Prairial which widened the definition of who was a suspect, now including members of the Convention itself. Needless to say, the deputies' favour with Robespierre fell significantly at this point. In addition, it was this law that gave way to the Great Terror in Paris, moving all revolutionary tribunals to Paris and being responsible for 50% of all official terror deaths. It was because of the 2684 deaths that took place in such a short period that Robespierre's popularity and the perception of his sanity, not appearing at Convention meetings for almost a month, both dropped. Finally, on 26 July, Robespierre appeared at the Convention and gave a speech. At this point he accused his colleagues, not naming who, of being counter-revolutionary traitors to the nation. This was the last straw for the Convention deputies, plotting to remove him by force the next day, as the image depicts. It was ultimately Robespierre's Law of 22 Prairial, the repercussions in the form of the Great Terror and his speech on 26 July that led to his dramatic fall in the coup of Thermidor.

The following response places its focus on the central concept about the way leaders lost power. It demonstrates understanding that the representation may have a wider application than just depicting the fall of Robespierre, and shows very good skill in stepping back from the source to examine it in terms of other evidence and seeing the wider picture. However, there is greater focus on providing knowledge at the expense of historiography, which prevents it from being at a very high standard. Implicit in the answer is an awareness of other viewpoints, although that sort of discussion should be more developed for top marks.

France, Question 3d.

The document is useful in that it shows the way that Robespierre fell after his increased unpopular radicalisation, however, it does not show the earlier days when revolutionary leaders lost power for being too conservative for the politics of the day. Lafayette as an enlightened noble had been first and foremost for the values of 1789, however, he lost favour with the people when they no longer supported the monarchy. On 17 July 1791, at the Champs de Mars after a celebration commemorating the storming of the Bastille, 50,000 people marched there with a petition to dethrone the King after his flight to Varennes on 21 June 1791. At this massive display of people Lafayette's National Guard were incited to quell the crowd. When the Guards shot 50 dead, Lafayette immediately lost support, ultimately for looking like a monarchist while crushing the people. It was this event that forced Lafayette to flee according to Doyle, in August 1792. The image also does not show the way that the Girondins were purged from the Convention on 2 June 1793 after deploring the actions of the sans culottes. In what was the 'natural direction' of the Revolution, (Soboul) sans culottes in Paris, learning of the invasion of Austria to Verdun, on 2 September 1792, killed 1400 of 2700 prisoners. This brutal massacre was the cause for the Girondins to 'rightly' (Schama) refer to the sans culottes as 'bouveurs de sang' (drinkers of blood) and was the reason for the downfall of the Girondins on 2 June 1793, another example of those not radical enough losing favour. Finally the image depicts a total turn of events where instead of being radical enough Robespierre was considered too radical and according to Cobban, it was this that caused his loss of power on 27 July 1794 as the image shows. Leaders of the French Revolution lost power for not being radical enough, but indeed, for being too radical.

Russia

The image was *Long Live the Brotherhood of All the Peoples of the Caucasus*, 1921. The date should have signalled to students that it was propaganda produced after the Civil War. There was a good opportunity to discuss the loss of support for the Bolsheviks during the Civil War period. The majority of answers did not place the image in context. There were many answers that did not correctly identify social groups or features that suggested 'strength'. Students who answered correctly mainly identified the large bright sun, the huge figure of the worker and the large crowd all marching forward as depicting 'strength'.

Question 3c. asked students to use their knowledge and the image to explain the level of support for the Bolsheviks from October 1917 to 1924. It was surprising that so many students agreed with the propaganda poster and said the Bolsheviks were supported by everyone during this time frame. Better answers explained fluctuating support and referred to war communism, grain requisitioning, White armies, the Green army, Kronstadt, NEP and Lenin's *On Party Unity*.

The following response demonstrates a high level of skill in discussing the representation in terms of it being a view of the period and comparing it to other perspectives. The response starts by identifying the image as propaganda and provides additional information to support this view. Other viewpoints are introduced early in the discussion, including the view of Service, Lenin and Nove, which are expanded upon in relation to the notion of the source being propaganda and unreliable in depicting support for the Bolsheviks.



Russia, Question 3d.

This representation proves itself to be Bolshevik propaganda as it clearly favours the Communist policies without testifying to their actions during Russia's Civil War. The representation, despite the proletariat and industry in the background and this emphasis on the workers as part of Bolshevik ideology, was profoundly influential upon them taking power in 1917. Yet this rapidly changed to increasingly strict measures so the Bolsheviks could remain in power the Civil War. Historian Service states that the new decrees the Bolsheviks implemented upon taking power were designed to 'inspire, to excite and to instigate' and this enthusiasm is reflected in the mass enthusiasm of the Communists in the representation, yet also upon taking power the Bolsheviks encouraged mass violence against the bourgeoisie in the form of the 'Drink Pogroms'. Their focus on industry and maintaining the proletariat influence was demonstrated by Lenin as he stated that the violent upsurging lower class should take care of the means of production. The reliance on industry and the proletariat was a key part of Bolshevik ideology and so this representation proves useful in understanding the Communist mentality in Russia between 1917 and 1924. Historian Nove stated of War Communism: 'A siege economy with a Communist ideology. A partly organised chaos'. These policies were implemented by the Bolsheviks well before the representation was published in 1921 (mid 1918) and this demonstrates the inaccuracy of this source. Policies including the militarisation of the workforce and 'labour armies'; an authoritarian system that caused nationalisation of all key industries so that the Bolsheviks could remain in control during the Civil War. This period of time from 1918 to 21 was one of oppression and poverty as the Bolsheviks carried out grain requisitioning from the peasantry in the name of this 'Communist ideology' that Nove mentions. His reference to it as 'a partly organised chaos' reflects the upheaval of Bolshevik rule 1917 – 1921 and proves the source to be baseless propaganda, a testament to the senseless Bolshevik policies that desperately tried to encourage popular support after the Revolution.

China

Questions 3a. and 3b. were answered incorrectly by some students. Many of these students named Liu Shaoqi as a group. Students should be trained to read the question carefully to determine exactly what is being asked. In Question 3c. the notion of 'political challenges' seemed to confuse many students, and they responded with information from Area of Study 1 or just wrote generally about life at the time. Answers often included any challenge as 'political'; for example, economic concerns such as the Great Leap Forward (GLF). Many answers to Question 3d. did not articulate what the challenges were, nor discuss responses to these challenges. It was also concerning that many students referred only to Chang and Halliday. Weaker responses struggled to place the poster in its historical context, in that it was produced in 1968 after the Cultural Revolution had begun – a time of great anger and turmoil. They tended to give descriptions of the poster's content. Historians were not used well, with some students naming historians related to other Revolutions or resorting to highly generalised discussion such as 'this is biased because...' Weaker answers were not well supported with factual evidence. Better answers clearly articulated the poster's use as propaganda and part of Mao's continuous Revolution, making use of information about Mao's loss of face during the failure of the GLF. Better answers made links between Mao's failure in the GLF and the success of Liu Shaoqi and Deng Xiaoping in solving the issues and the later attacks on them. Some students mentioned the Lushan Conference and Mao's management of Peng Duhai's letter of concerns. The best answers regularly referred to historians to support their evaluation of the poster, which was identified as offering a sense of the mood of the period but lacking in strong factual details beyond the condemnation of Liu Shaoqi. Some students observed the lack of information about Deng Xiaoping, while others noted the lack of information about the final demise of Liu in prison.

2013 Examination Report



Section B – Revolution two

Revolution chosen	none	America	France	Russia	China
%	0	6	23	49	21

Question 1a.

Marks	0	1	2	Average
%	5	12	83	1.8

Question 1b.

Marks	0	1	2	Average
%	5	9	87	1.8

Question 1c.

Marks	0	1	2	3	4	5	6	Average
%	4	7	24	33	20	9	2	2.9

Question 1d.

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	8	4	9	12	15	16	14	11	6	3	1	4.5

Question 2

Marks	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Average
%	4	2	1	2	3	4	4	5	7	6	9	6	10	10	10	8	5	3	2	1	0	10.5

Question 1 – Revolutionary ideas, leaders, movements and events

The documents provided in Section B proved to be generally accessible to students. The range of answers generated showed that the majority of students are too dependent on the source for constructing their response. In response to Question 1c. students tended to spend too much time copying or summarising the content of the extract in an endeavour to show comprehension. The important part of the question was for the student to supply their ‘own knowledge’ and for them to explain their own view about the ideas raised in the extract. Simple comprehension was only part of the task and consequently did not score very highly. Students should have approached Question 1c. by asking themselves ‘Whose viewpoint is expressed? What is the viewpoint? How much do I agree with it? What other information can I provide to endorse or challenge the viewpoint in the extract?’ Many students showed a lack of awareness of who the writer was and often confused the writer with the publisher. Students should pay attention to the period of time described in the source material and be alert for what has not been mentioned. This was particularly noticeable in responses to the extract on France about the influence of the American Revolution, where students simply accepted the view and explained the influence of Enlightenment thinkers. Similarly, with the responses to the Russian extract, students merely focused on what was stated in the extract and did not provide information about the Provisional Government’s intention to cooperate as a dual authority with the Petrograd Soviet. These omissions underscore the need for students to think beyond what is given in the extract. Also, there were some students who quoted and named historians in these answers, which does not show factual information and was not part of Question 1c.

In the responses to Question 1d. the majority of students attempted to weigh up the strengths and weaknesses of the viewpoint. They did so with varying degrees of sophistication, but this was only part of the question. Those who applied their own factual knowledge with precise dates, names and legislation, as they weighed up the ideas in the extract, achieved a little more than a middle score. Higher-level thinking is where students show awareness of other viewpoints and can integrate them into the response. However, this skill demands more than simply adding a short, generic quote. The best answers showed real engagement with historian’s views by giving brief outlines and students comparing the view in the extract to the student’s own view.

America

Students were able to engage with the extract from Adams’ diary, which focused on the Boston Tea Party. Question 1c. asked students to explain the consequences of the Boston Tea Party, and most were able to detail the range of punitive measures known collectively as the Coercive/Intolerable Acts. There were detailed responses that outlined the specifics of each of the four main Acts and explained how these contributed to the movement towards Revolution. Some students



mentioned the Quebec Act but only more astute students explained that this Act, while not a consequence of the Boston Tea Party, despite being released at the same time, was perceived as a further intention of the British to ‘bring the colonies to heel’. The more thorough responses looked not only at the Coercive Acts but took the answer further and argued that the calling of the First Continental Congress was a consequence of the Boston Tea Party and confirmation that the colonies were moving closer to independence.

Question 1d. raised the issue of whether the extract provided an accurate reflection of the cause of the American Revolution. Most students correctly identified The Boston Tea Party as a main cause but not the only event; the Boston Tea Party and the consequent Coercive Acts were seen as a ‘step along the path to Revolution’. Numerous historical opinions were cited to support this perspective, although the more critical responses differentiated between ideological aspects of the Revolution and economic causes. These answers highlighted how in the towns the merchants responded to tax acts that impinged on their pecuniary interest and juxtaposed these with the arguments developing among literary circles that focused on the perception that Britain was subverting the political rights of the colonists.

Note how the following upper–middle range response is focused on a discussion of the strengths and weaknesses of the extract. It does this well but does not move away from the extract and is a little dependent on it. This reflects the middle group of responses and the skills at this level. While the response quotes other views, they are views of the content of the extract: the Tea Party. In the middle of the response the answer tends towards a summary of attitudes shown in the source. A more confident response may have moved into discussion of viewpoints and been less focused on the extract/source material. While this is a good response it falls just short of the high-scoring group.

America, Question 1d.

The extract is useful to an extent in providing an accurate cause of the Revolution explaining how colonial gesture policies in response to ‘Taxation by Parliamentary Authority’ (extract) led to the development of revolutionary sentiment in the colonies. Cantwell asserts that the Coercive Acts which were intended to ‘punish’ (extract) Boston after the Tea Party was a step on the road to the final crisis between England and the colonies, Nevertheless, the extract fails to address more moderate views of the Tea Party such as Franklin who asserted it was ‘an act of violent injustice’. Colonists such as Dickenson and Franklin thought Massachusetts should repay the £18,000 for the 342 chests of tea destroyed. The extract does reflect the attitudes amongst the colonists concerning Parliament’s right to tax and the concern of actual representation. Brogan asserts that, ‘a new questioning was developing, not Parliament’s right to tax but Parliamentary authority at all was in question!’ Colonists began revolting against British rights to tax and impose laws based on the fact that they were seen as internal and thus ‘Parliament had no right to enforce the colonies without representation in Parliament’ (Thompson). Nonetheless, the extract effectively reflects the importance of the Tea Party in causing a revolutionary situation with ‘dignity [and] majesty’ (extract) accurately demonstrating ‘it was the boldest strike that had yet been struck in America’ (Hutchinson).

France

Most students answered Questions 1a. and 1b. correctly; however, there were far too many who did not identify the two ‘pastimes’ of the nobles correctly. Most students correctly named two French nobles, but some named Benjamin Franklin. In Question 1c. some students misinterpreted the question about the ‘circumstances’ in France that made the ideas from America appealing and wrote instead about the American or enlightenment ideas. There was a lot of summarising and paraphrasing from the document. The best answers focused on the question of ‘circumstances in France’ and correctly provided information about the financial crisis, political crisis, perceived social injustice and economic hardship. This information could then be built upon in order to respond to Question 1d. Responses that challenged the view about the influence of the American War showed a very clear understanding of a range of viewpoints that included the mismanagement by Louis, class struggle and the aristocratic revolt. Historians’ views were outlined in the student’s own words and the historian’s name was usually correct and placed in brackets.

Russia

Many students made mistakes in selecting the exact information for Question 1a. and it appears that more attention to close reading is required. The question of the ‘intention to lead’ in 1c. was easily grasped by students, but they generally just copied information straight from the extract instead of using the central idea from the extract that the Provisional Government wished to develop a democracy and then discussing what it did to uphold or undermine that ideal. For example, by remaining in the war, the government went against the wishes of the majority of the Russian people. Students should also have mentioned the need to rule in cooperation with the Petrograd Soviet in Dual Authority.

Good responses to Question 1d. began by mentioning that the view in the extract presented a western Liberal view, sympathetic to the Provisional Government and its aims. This start point provided a very good structure on which to build the rest of the response. Students went on to state that despite the intention of democratic rule the Provisional Government had to contend with the Petrograd Soviet, which sought to undermine it. They gave detailed information



about the intention to remain in the war and that the Soviet called this a bourgeois war. They also made comparisons between the Tsarist Government and the Provisional Government following the June Offensive and July Days. Most quoted Kerensky, that the Provisional Government had authority but no power and the Petrograd Soviet had power but no authority.

The following student based their response on a discussion of various perspectives of the task facing the Provisional Government. This is evident from the opening sentence, where the student identifies 'a revisionist' view and then goes on to present another revisionist historian. The response continues to offer other historians' perspectives on the tasks facing the Provisional Government and concludes with a neat summary of the strength and weakness of the source.

Russia, Question 1d.

The source provides a revisionist perspective of the Revolution, highlighting the 'wartime crisis' they faced whilst also noting their 'confidence' and the 'self appointed' nature of the Provisional Government. As the source depicts, The Provisional Government aimed for a 'new democracy' when they gained power in March by self appointment. Fellow revisionist Lambroza believes the Provisional Government was 'democratic in nature', 'offering rights' that had never before been granted on the people of Russia. The source highlights the 'wartime crisis', the Provisional Government faced, which aligns itself with liberal historian Pipes' view that the Provisional Government faced an 'incredibly difficult task'. The June Offensive of 1917 was a 'fateful blunder' in Pipes' view, which saw the task of gaining the 'confidence' of the people become even more difficult. Popular slogans utilised by the Bolsheviks such as 'Down with the War', saw the task of the Provisional Government become even more difficult in Hasegawa's view. The source sympathises with the intention of the Provisional Government, however the source is limited in shedding light on the 'bourgeoisie' nature of the Provisional Government. Pipes believed the Provisional Government to be formed of 'intelligentsia' who themselves 'initiated' the February Revolution. The Tsar, in Pipes' belief, 'yielded to generals and politicians', shedding light on the sinister nature of the Provisional Government. The view they created their own problems from their 'self appointed' government is supported by Soviet historians who viewed the Provisional Government as a 'continuation of the Tsarist' nature that had 'supposedly' been overthrown. It would only be with the overthrow of the Provisional Government, a sentiment issued in March 1917, by Lenin with the 'Soviet Order No. 1', that the Bolsheviks could resume their 'natural authority', (History of the CPSU). Reed saw the tasks and ultimate overthrow of the Provisional Government as 'inevitable', as the October 1917 Revolution saw them lose their power. Ultimately the source's strengths lie in its ability to accurately recount the tasks faced by the Provisional Government however, by not acknowledging their sinister side the source is weakened.

China

There were quite a number of answers that lacked sufficient detail about the Wuhan Uprising. In Questions 1a. and 1b. many students identified anti-Manchu groups as being involved, but this was incorrect and suggests that more careful reading is needed. In response to Question 1c. quite a few students seemed to lack knowledge of the Wuhan Uprising and struggled to respond to the question. Stronger students either recognised Wuchang as Wuhan or successfully used the context to identify both it and Sun Yat-Sen. Good answers explained the significance of this event as leading to the downfall of the Qing. Many answers articulated ideas about the rise of Yuan Shikai and also Sun Yat-Sen's involvement, despite the fact he was overseas. Weaker answers simply depended on the document and responded with a narrative. Question 1d. gave the students scope to discuss many of the issues facing China in relation to the Qing. The more successful students were able to do this well by using their knowledge and moving away from the extract into a wider discussion of its significance. Good answers articulated issues not mentioned in the extract such as the corruption of the Qing and mentioned key events such as the Boxer Rebellion and subsequent Protocol, and the 100 Days of Reform. Again, weaker answers simply relied on the document for information.

The following upper-middle range response clings to the source and is focused on a discussion of its strengths and weaknesses. The response weighs up the strengths and weaknesses, but does not focus on the discussion of other views about reasons for the fall of the Qing. For this reason it just falls short of the upper range. The style of expression 'would have...' and 'would involve' is not a desirable way to express ideas. It is much better for students to directly say what happened.

China, Question 1d.

This extract from Bruce Elleman is effective to some degree in providing a depiction of the causes for the fall of the Qing dynasty in 1911 however, it is limited in some aspects. It does provide information on how the Wuchung uprising contributed to the Revolution as the Qing dynasty were seen as weak, and discontent with the regime was heightened. It also shows the 'anti Manchu' attitude of many within China, resulting in a lack of support for the regime. However, this extract provides only a snapshot of the Revolution, and does not allude to the Hundred Days Reform

(11th June – 21st September 1898) implemented by Emperor Guangxu under the advice of Kang Youwei, which would involve an end to Confucian exams and a more Western style education in schools. On the 21st of September 1898 however, Emperor



Dowager Cixi would suppress this movement on the advice of the ultra conservative court, leaving Emperor Guangxu under house arrest and Kang Yowei to flee. This would diminish the public opinion of Cixi, with some seeing her as Backhouse asserts a 'sadistic nymphomaniac'. The document also does not allude to the influence of the 'foreign devils' such as France, Britain, America and Russia that would have concession areas or 'spheres of influence' in China. The Qing's inaction against the foreign powers would diminish support for the regime. In response to the foreign power occupation, a group formed called the 'Righteous Fists of Harmony' that would later turn into the Boxers who would orchestrate the Boxer Rebellion (1899-1900).

Question 2 – Essay response

Despite previous exam reports discouraging students from using historians' views, some students still used them instead of factual evidence in their essay. This was shown by students who wrote 'as *** says ...'. The essay should be in the student's own voice and an interpretation of factual evidence from the Revolution. The intention of the essay question is to challenge students with a chance to show their own understanding based on their year's work, and their knowledge of events and legislation during the Revolution. It is disappointing to read essays that just repeat the views of various historians, rather than offer statistical facts, dates and a variety of information about the period. The majority of essays showed a working knowledge of the Revolution. The use of information was general rather than specific and these answers scored within the mid-range. Most essays were well structured with an introduction and topic sentence paragraphs, and students showed that they have adopted various strategies to organise their information. Chronological presentation of information was a very good method of organisation. Others chose to focus on the key terms in the question, which was also very successful. Conclusions and question focus throughout the essays were generally good. A successful essay required presentation of key events, legislation, dates, names and statistics. Many students were able to state death tolls from famine and war, but in analysing the new society, fewer students could name legislation, its intent and its outcome. The best preparation for the examination is constructing timelines of events and legislation, and against each point in time students should write their own conclusions of the outcome on society.

America

Essays on the American Revolution varied in quality and approach. The prompt asked for discussion about 'vast and deep changes'. Many responses were narrative and formulaic in style. Many students chose to divide the outcome of the Revolution into three sectors 'social', 'political' and 'economic' and look at the new society under these headings. While thorough, this approach had the potential to take the focus of the response away from the question asked. Other students claimed there were vast changes in the political sphere but that society changed little in composition and the propertied-white males became a new ruling class. Teachers and students need to investigate new material in this section of the course. There were also signs that students were reproducing prepared responses, and generally there was a tendency to see the American Constitution as failing women, slaves and Native Americans. While this is generally accepted as an interpretation, too often these essays were short and lacking in supportive evidence. Frequently, students resorted to historians' opinions instead of evidence. A response that argues that 'Zinn claims that slaves, women and Native Americans were forgotten' is not as strong as a response where a student has collected material about the effect of the newly signed congressional laws on land rights for Native Americans or examines the educational aspirations of women in the new society.

France

The question about 'inspiring, appalling and in every sense a tragedy' engaged students quite easily. Responses were often structured around the three words, and students were able to supply information that endorsed or challenged those descriptions of the French Revolution. Most hung onto the notion of 'appalling' and 'tragedy', but those who managed to move onto the other terms in the question and discuss the inspiring aspects of the work of the Constituent Assembly did a very good job. The whole breadth of the period was discussed in the best essays, with some excellent inclusions of Thermidor.

Russia

Many students selected Russia in Section B and students either showed very little knowledge or applied themselves with success to the question of 'liberating the Russian people and improving their living conditions'. The question clearly indicated November 1917 to 1924, but too many students included information prior to October 1917. Most were able to present statistics about those who fell victim to the famine during the Civil War and the Cheka, and showed good knowledge of the closure of the Constituent Assembly, Sovnarkom, Brest-Litovsk, war communism, Kronstadt and NEP. It would be pleasing to see students show knowledge beyond these key things and refer to 'On Party Unity' and the ban on factionalism, which better answers could explore. Also useful were details of early achievements regarding marriage legislation, education and improvements for women. Unfortunately, many students included historians' opinions; it would be far more convincing for students to depend on their own voice and use their own knowledge of the period.



The following extracts display very good knowledge and the student's own voice. The student shows detailed knowledge and evidence is integrated to support the points made. The references to historians add to the evidence already shown.

Russia, Question 2

The Revolution brought some positives to the people of Russia. The spread of education that occurred in Russia due to compulsory education of Red Army members and state enforced education elsewhere, improved literacy rates with over 70% of the population becoming literate. Furthermore the liberation of women, both politically and socially, was a key benefit for Russians. The Decree on Marriage 1918, allowed women far more power to marry as they chose and gain equitable benefits from divorce. Also the presence of females in political bodies, particularly Alexandra Kollontai, a member of the ruling body Sovnarkom, suggests that women were no longer considered as they were in the Tsarist regime...the electrification of Russia under the GOELRO plan was also beneficial to the people of Russia, allowing for a more developed society with living conditions closer to other Western nations than ever before... [However] the economic failings of the Revolution and the horrendous social consequences of these failures indicate that the Bolshevik regime was far from successful in the liberation of the Russian people...

Through the peace created in the revolutionary fervour in the days following insurrection (25 October 1917 o.s.) the Bolshevik party set about liberalising society, passing 116 populist decrees in the opening months. For example, the decree on workers' rights (14 November 1917 o.s.) which enabled factory workers to apply to the Bolshevik party to run their own workforce, whereby they would regulate employment and pay, provided they could keep production at a high level. As noted by Trotsky, the Bolsheviks sought to 'create a power with no other desire than to satisfy the need of the soldiers, workers and peasants' and Service noting early Bolshevik decrees aimed to 'excite'. Despite these attempts at liberalism, the Bolsheviks simultaneously set about quelling political opposition, as can be seen through the decree on revolutionary justice (24 November 1917 o.s) which enabled citizens who were believed to be counter revolutionary to be imprisoned without trial. Thus in the early months of the Revolution, the Bolsheviks created a much more liberal society for those who supported the Revolution.

...by mid 1918 [State Capitalism] turned into War Communism whereby surplus grain was forcibly taken from farmers due to the need to get 'everything to the front'(Trotsky). Despite remaining true to Marxism with wealth shared throughout the population, it did not bring the desired benefits with 12 million people dying of starvation as a result (Figes). Finally creation of terror in the summer of 1918 out of a desire to 'exterminate the bourgeoisie as a class' (Lenin) soon spiralled into a means of repressing any opposition to Bolshevik rule. As noted by the minister of justice, 'we must execute not only the guilty; execution of the innocent will impress the masses even more'. As such whilst remaining true to the Marxist notion of a government dictatorship before the 'dictatorship of the proletariat' (Marx), civil war forced the Bolsheviks into violence to assert their political power...

China

Many weaker and mid-range answers lapsed into essays about Mao, rather than focusing on the CCP as required in the question. There was also a tendency to address all goals, rather than focusing on the key language of the question (liberating and improving the livelihood). Some better responses identified livelihood as an extension of Sun Yat-Sen's Three Principles. Better answers also articulated positive elements offered by the CCP beyond the rights for women, such as literacy and medical improvements (barefoot doctors), and they contained a wide range of factual information in addition to those initial reforms.