

Victorian Certificate of Education
Year

HISTORY: REVOLUTIONS

Written examination

Day Date

Reading time: *.* to *.* (15 minutes)

Writing time: *.* to *.* (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 22 pages, including **assessment criteria for the essay in Section B** on page 22
- Answer book of ** pages. Additional space is available at the end of each section in the answer book if you need extra paper to complete an answer.

Instructions

- Write your **student number** in the space provided on the front cover of the answer book.
- Indicate the revolution you have chosen for Section A and the revolution you have chosen for Section B in the answer book. You must not choose the same revolution for both sections.
- All written responses must be in English.

At the end of the examination

- You may keep this question book.

Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.

THIS PAGE IS BLANK

SECTION A – Revolution 1**Instructions for Section A**

Indicate the revolution you have chosen for Section A by shading the relevant box on page * 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.

Write using blue or black pen.

Revolution	Page
America	4
France	6
Russia	8
China	10

America

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

Use the following sources to answer Question 1.

Source 1

Samuel Adams writing about the revolutionary ideas of liberty and freedom in 1772

Among the natural Rights of the Colonists are these: First, a Right to *Life*; Secondly to *Liberty*; thirdly to *Property*; together with the Right to support and defend them in the best manner they can ...

“Just and true liberty, equal and impartial liberty” in matters spiritual and temporal¹, is a thing that all Men are clearly entitled to, by the ... laws Of ... nature, as well as by the law of Nations ...

“The natural liberty of man is to be free from any superior power on earth, and not to be under the will or legislative authority of man; but only to have the law of nature for his rule.”

Source: Merrill Jensen (ed.), *Tracts of the American Revolution 1763–1776*, The Bobbs-Merrill Company Inc., Indianapolis, 1967, pp. 235–237

¹**temporal** – secular, that is, the opposite of spiritual

Source 2

Extract from Thomas Jefferson’s Declaration of Independence

When in the Course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the Powers of the earth, the separate and equal station to which the Laws of Nature and of Nature’s God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident¹, that all men are created equal, that they are endowed² by their Creator with certain unalienable³ Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just Powers from the consent of the governed. That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its Powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

Source: Dennis Phillips, *Empire of Liberty?*, Pitman Publishing Pty Ltd, Victoria, 1984, p. 53

¹**self-evident** – obvious

²**endowed** – blessed, given

³**unalienable** – cannot be taken away

Question 1 (20 marks)

- a. Outline what the revolutionary leaders understood by the idea of Natural Rights. In your response, refer to the sources provided and your own knowledge. 5 marks
- b. Using Source 2 and your own knowledge, explain how ideas about Representative Government challenged the existing order. 5 marks
- c. Evaluate the significance of ideas in causing the American 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 War of Independence was a challenge for the new regime. Use evidence to support your response.

Question 3 (10 marks)

Explain the extent of change to the lives of African Americans as a consequence of the American Revolution. 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

Albert Mathiez writing about the August 4th Decrees

An obscure Breton deputy, Leguen de Kerangal ... related the sorrows of the country people ... “Let us be just, gentlemen; let them bring to us here those title-deeds which are an outrage, not only to our sense of shame, but to our very humanity. Let them bring us those title-deeds which humiliate the human race by demanding that men should be harnessed to the plough like beasts of burden. Let them bring us the title-deeds which oblige men to spend the night beating ponds to prevent the frogs from disturbing the sleep of their pleasure-loving lords. Which of us, gentlemen, in this enlightened century, would not make an expiatory pyre¹ of these infamous parchments and set fire to it in order to sacrifice them upon the altar of the fatherland? You will not restore calm to a distracted France, gentlemen, until you have promised the people that you will commute² for a money payment, redeemable at will, all feudal dues ...”

Source: Albert Mathiez, *The French Revolution*, CA Phillips (trans.), Russell & Russell Inc., New York, 1962, p. 53

¹**expiatory pyre** – burning things in a large pile to make amends

²**commute** – exchange

Source 2

Extract from the *Cahier de Doléances*

Rural degeneracy in Pleurs, Bailliage de Sézanne

Afflicted by so many misfortunes and suffering from poverty, the people of the countryside have become listless; they have fallen into a state of numbness ... which is the most dangerous of all complaints and the most disastrous for the prosperity of a country. The population is suffering. They are afraid to get married, for marriage only holds the prospect of further hardships; they would immediately be taxed, asked for road services or charges (*corvées*), for labour services and contributions of all kinds. They fear a situation where their family would be a burden on them, since they can only anticipate their children being poor and wretched ...

Among them, however, you will find several who are happy; these seem to be men of a different kind; they are in fact privileged men like you, nourished on the food of the people; they live amid abundance and each day is pure and serene for them. Such a striking comparison has served to deepen the misery of the labourer, if he is at all sensitive.

Source: DG Wright, *Revolution & Terror in France 1789–95*, Longman Publishing, New York, 1995, pp. 116 and 117

Question 1 (20 marks)

- a. Using the sources provided, describe the peasant grievances. 5 marks
- b. Explain how tensions between peasant grievances and noble privileges created problems in France in 1789. In your response, refer to the sources provided and your own knowledge. 5 marks
- c. Evaluate the significance of the harvest crisis and food shortage as a cause of the French Revolution in 1789. Use evidence to support your response. 10 marks

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

Explain how legislation to reorganise the Church brought about challenges to the new society. Use evidence to support your response.

Question 3 (10 marks)

Explain why government by Terror was introduced in France. 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

The war added yet a new social factor to the restive¹ workers and educated society: discontented soldiers. After the devastating casualties of 1914–16, anger and despair at their dangerous lot² drove them to the brink³ of rebellion. Several small-scale unit mutinies and refusals to return to front-line positions took place in 1916. Self-wounding and desertion rates rose. Front soldiers wanted out of the carnage, new draftees at the rear garrisons dreaded marching orders, while recuperating wounded desperately hoped to avoid being sent back to the fighting. To these natural fears were added social tensions within the military. The rank and file of the army were composed mainly of peasants, with workers and other urban lower-class elements making up the rest. The officer corps was drawn mostly from educated society, noble and non-noble. For the peasants and workers of the army rank and file, the harsh and degrading terms of service seemed a continuation of serfdom, of a servitude in which they were at the complete mercy of the officer, whom they saw as an extension of the “lord,” the “master.” Between officers and men a vast gap loomed.

Source: Rex A Wade, *The Russian Revolution, 1917*, Cambridge University Press, New York, 2005, p. 27

¹restive – restless

²lot – position

³brink – edge

Source 2

At the time of the February Revolution the Bolshevik party had been in considerable disarray. Its most able leaders were abroad or in exile; its membership had dwindled as a result of wartime persecution by the authorities; and the party organization was fragmented, both geographically ... and politically ... The February Revolution took the Bolsheviks by surprise, and they divided in their attitude to the Provisional Government. It was only after Lenin returned from Switzerland on April 4 that a meaningful degree of political unity was restored in the party ... Lenin considered that the “old Bolshevik” formula that the “bourgeois revolution is not yet completed” was “obsolete.” ... there must be absolutely no support for the capitalist Provisional Government: power must pass instead into the hands of the proletariat and poor peasantry via a republic of soviets. Meanwhile, Lenin argued, the war remained one of the “imperialist banditry,” which the Bolsheviks must unbendingly¹ oppose.

Source: Steve A Smith, ‘Petrograd in 1917: The View from Below’, in Rex A Wade (ed.), *Revolutionary Russia: New Approaches*, Routledge, New York, 2004, pp. 20 and 21

¹unbendingly – with no flexibility

Question 1 (20 marks)

- a. Using Source 1 and your own knowledge, outline how World War I contributed to the outbreak of revolution. 5 marks
- b. Using Source 2 and your own knowledge, explain how Lenin's return and his 'April Theses' contributed to the events in October 1917. 5 marks
- c. Evaluate the significance of World War I as a cause of the October Russian Revolution. 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 leadership of Lenin influenced change in the new society in Russia. Use evidence to support your response.

Question 3 (10 marks)

Explain how the New Economic Policy (NEP) changed Russian society. 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

The poster below (produced in 1972) commemorates the end of the Long March in the Yan'an Soviet (Yenan) in 1936.



Source: Steven Heller, *Iron Fists: Branding the 20th-century Totalitarian State*, Phaidon Press Limited, London, 2008, p. 187

Source 2

The Reds were lucky ... an invincible force.”

Source: Max Boot, *Invisible Armies: An Epic History of Guerrilla Warfare from Ancient Times to the Present*, Liveright Publishing Corporation, New York, pp. 337 and 338

Question 1 (20 marks)

- a. Using the sources provided, compare interpretations of the Long March. 5 marks
- b. Explain the significance of the Yan'an Soviet (Yenan) as a revolutionary base. In your response, refer to the sources provided and your own knowledge. 5 marks
- c. Evaluate the significance of Mao Zedong (Mao Tse-tung) in the growth and development of the Chinese Communist Party. Use evidence to support your response. 10 marks

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

Explain how the Chinese Communist Party made use of revolutionary ideals to consolidate its power during the first decade of its rule in China. Use evidence to support your response.

Question 3 (10 marks)

Explain how the Hundred Flowers Campaign changed and challenged the lives of intellectuals. Use evidence to support your response.

THIS PAGE IS BLANK

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

Indicate the revolution you have chosen for Section B by shading the relevant box on page * 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.

Write using blue or black pen.

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

Revolution	Page
America	14
France	16
Russia	18
China	20

America

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

Question 1 – Essay (20 marks)

‘The quest for American independence was primarily a product of British policy and actions.’

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

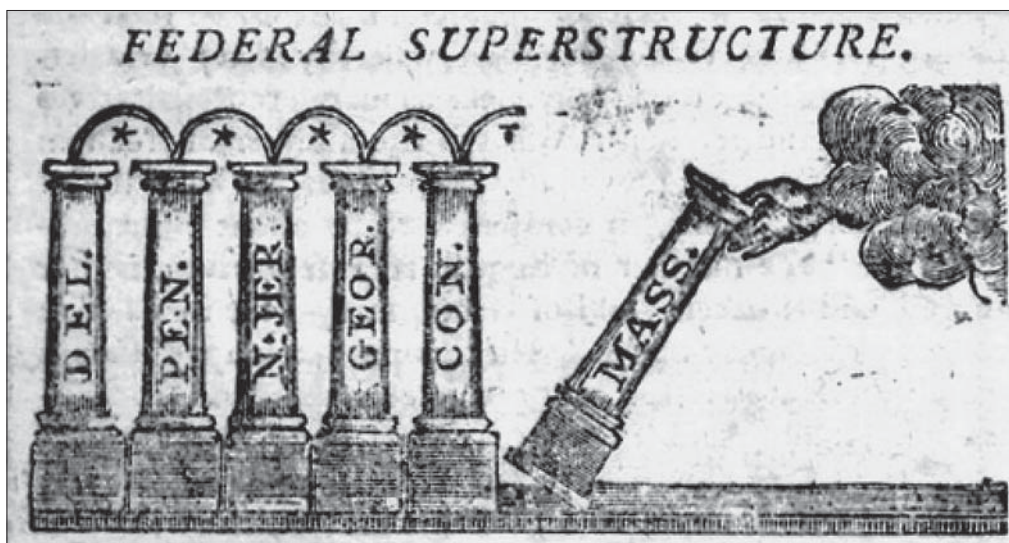
By 1786, then, it was clear to all well-informed men (especially to those who had served in Congress) that the national government needed a thorough overhaul if it was ever to be worthy of the name. Not everybody wanted it to be worthy of the name: the smaller states were nervous about their future in a strengthened federation, and in all the states there was a reluctance to sacrifice the joys of quasi-independent¹ power. In one sense American unity had weakened in the years since Lexington: Congress had come to exist almost on sufferance, as the mere instrument of the state governments, which ran themselves without interference – except from each other, and in some cases their bickering was getting out of hand. They erected customs barriers and taxed each other’s trade where possible: for example, New York imposed a tax on all vessels trading through her waters to New Jersey or Connecticut. This sort of thing generated a great deal of ill-feeling, leading some observers to expect an inter-state war in the near future.

Source: Hugh Brogan, *The Penguin History of the United States of America*, Penguin Books, London, 2001, p. 193

¹quasi-independent – semi-independent

Source 2

The image below appeared in the *Massachusetts Centinel* after New York’s approval of the Constitution in 1788.



Source: anonymous cartoon in the *Massachusetts Centinel*, 30 January 1788

Question 2 (20 marks)

- a.** Using Source 1 and your own knowledge, explain the challenges faced in creating a new regime. 5 marks
- b.** Using Source 2 and your own knowledge, explain the challenges of ratifying the Constitution. 5 marks
- c.** Analyse how the new regime responded to political challenges in consolidating its power. Use evidence to support your response. 10 marks

France

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

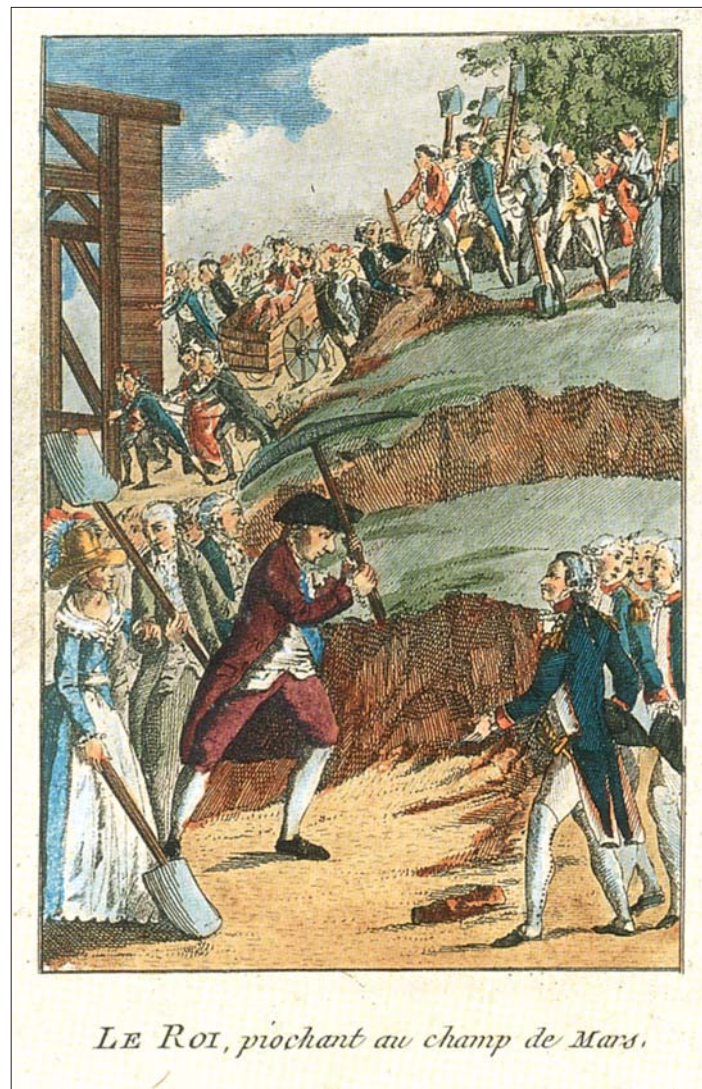
Question 1 – Essay (20 marks)

How significant were the ideas of the Enlightenment as a cause of the French Revolution?

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

Use the following sources to answer Question 2.

Source 1



Source: *Le Roi, piochant au champ de Mars*
 [The King, digging at the champ de Mars];
 in Jack R Censer and Lynn Hunt, *Liberty, Equality, Fraternity:
 Exploring the French Revolution*,
 The Pennsylvania State University Press, University Park, 2008

Louis XVI using a pick-axe while assisting as a digger of the foundations for the Festival of Federation, 14 June 1790

Source 2

Source: Louis as a pig (after the flight to Varennes, June 1791); in Jack R Censer and Lynn Hunt, *Liberty, Equality, Fraternity: Exploring the French Revolution*, The Pennsylvania State University Press, University Park, 2008

Source 3

Louis XVI was a devout man, who deeply regretted his acceptance of the Civil Constitution of the Clergy, which offended his conscience. He decided to flee to Montmédy in Lorraine ... There he could renegotiate with the Constituent Assembly the parts of the Constitution he disliked, from a position of strength ...

Louis left Paris with his family on 20 June 1791 ...

One immediate result of the flight¹ was that the King lost what remained of his popularity, which had depended on his being seen to support the Revolution ... His flight persuaded many who had hitherto² supported him that he could no longer be trusted. People started to talk openly of replacing the monarchy by a republic.

Source: Duncan Townson, *France in Revolution*, 'Access to History' series, Hodder & Stoughton, London, 1990, pp. 52 and 54

¹**flight** – escape, running away

²**hitherto** – until this time

Question 2 (20 marks)

- a. Compare how the visual features of Source 1 and Source 2 depict Louis XVI as a constitutional monarch. 5 marks
- b. Using Source 3 and your own knowledge, explain why opinions about Louis XVI changed after June 1791. 5 marks
- c. Analyse the challenge that the actions of Louis XVI presented to the consolidation of the new regime. Use evidence to support your response. 10 marks

SECTION B – continued
TURN OVER

Russia

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

Question 1 – Essay (20 marks)

How significant was the leadership of Tsar Nicholas II as a cause of the February Russian Revolution?

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

Use the following sources to answer Question 2.

Source 1



Source: Nikolai Kochergin, *Long Live the Brotherhood of All the Peoples of the Caucasus*, lithograph, 1921; from David King, *Red Star Over Russia: A Visual History of the Soviet Union from 1917 to the Death of Stalin*, Tate Publishing, London, 2009, p. 178

Source 2



Photograph: David King Collection, London

Source: Nikolai Kogout, *We Defeated the Enemy with Weapons – With Hard Work We Will Get Our Bread. Everyone to Work, Comrades*, 1920; from David King, *Russian Revolutionary Posters: From Civil War to Socialist Realism, From Bolshevism to the End of Stalin*, Tate Publishing, London, 2012, p. 41

Question 2 (20 marks)

- Describe how the sources provided portray the experiences of workers in the Russian Revolution. 5 marks
- Using the sources provided and your own knowledge, explain how War Communism changed the lives of workers and peasants. 5 marks
- Evaluate the extent of change brought to Russian society after the Russian Revolution. Use evidence to support your response. 10 marks

China

Causes of revolution – The Chinese Revolution from 1912 to 1949

Question 1 – Essay (20 marks)

‘The Guomindang (Kuomintang) lost control of China rather than the Chinese Communist Party winning it.’

Discuss.

Consequences of revolution – The Chinese Revolution from 1949 to 1971

Use the following sources to answer Question 2.

Source 1

Jonathan D Spence writing about the launch of the Cultural Revolution

But as August drew on, Mao Zedong ...
to attack their teachers, school administrators, party leaders, and parents.

Source: Jonathan D Spence, *The Search for Modern China*, WW Norton & Company, New York, 1990, p. 605

Source 2

Mao Zedong (Mao Tse-tung) giving a talk on the Great Proletarian Cultural Revolution in August 1967

As I see it, the intellectuals, including young intellectuals still receiving education in school, still have a basically bourgeois world outlook ... revolutionary intellectuals must successfully reform their world outlook at the crucial stage of the struggle between the two classes, two roads and two lines, or they may head in a direction opposite that of the revolution.
... The struggle against the capitalist roaders in the Party is the principal task ...

Source: D Milton, N Milton and F Schurmann (eds), *People's China: Social Experimentation, Politics, Entry onto the World Scene, 1966 through 1972*, Random House, New York, 1974, p. 263

Source 3



Source: artist unknown, November 1968; published by Shanghai renmin meishu chubanshe; Stefan Landsberger Collection, International Institute of Social History (Amsterdam)

The large text at the bottom of this Chinese revolutionary poster says: ‘The renegade traitor and scab Liu Shaoqi must forever be expelled from the Party!’ The characters that are crossed out are those for Liu Shaoqi’s name.

Question 2 (20 marks)

- Outline how Mao Zedong (Mao Tse-tung) aimed to change society through the Great Proletarian Cultural Revolution. In your response, refer to the sources provided and your own knowledge. 5 marks
- Using the sources provided and your own knowledge, explain the actions taken by students and the Red Guards during the Great Proletarian Cultural Revolution. 5 marks
- Evaluate the impact of the Great Proletarian Cultural Revolution on Chinese society. Use evidence to support your response. 10 marks

Assessment criteria

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