

**Victorian Certificate of Education
2015**

**HISTORY: Revolutions
Written examination**

Monday 9 November 2015

Reading time: 11.45 am to 12.00 noon (15 minutes)

Writing time: 12.00 noon to 2.00 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 21 pages.
- Answer book of 18 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 in the answer book the revolution you have chosen for Section A and the revolution you have chosen for Section B. 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 one**Instructions for Section A**

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

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 black or blue pen.

Revolution	Page
America	4
France	6
Russia	8
China	10

America

Revolutionary ideas, leaders, movements and events – American Revolution 1763 to 1776

Question 1 (10 marks)

Using **three or four** points, explain how ideas of American nationhood and ideas of free and natural-born subjects contributed to the development of the American Revolution from 1763 up to and including 1776. Provide evidence to support your answer.

Question 2 (10 marks)

Using **three or four** points, explain how the Battle of Lexington-Concord and the British response contributed to a revolutionary situation from 1775 up to and including 1776. Provide evidence to support your answer.

Creating a new society – American Revolution 1776 to 1789

Question 3 (20 marks)



Photograph: The Metropolitan Museum of Art, New York (www.metmuseum.org)

Source: Emanuel Leutze, *Washington Crossing the Delaware*, 1851, oil on canvas, 378.5 × 647.7 cm

- Identify **two** symbols of revolutionary ideas depicted in the representation. 2 marks
- Identify **two** features of the representation (not mentioned in **part a.**) that depict revolutionary spirit. 2 marks
- By referring to parts of the representation and using your own knowledge, explain what led to the event depicted in the representation. 6 marks
- Evaluate the extent to which this representation provides an accurate depiction of the challenges faced by the colonists in the consolidation of the new society up to and including 1789.

In your response, refer to parts of the representation and to different views of the Revolution. 10 marks

France

Revolutionary ideas, leaders, movements and events – French Revolution 1781 to 4 August 1789

Question 1 (10 marks)

Using **three or four** points, explain how Enlightenment ideas contributed to the development of the Revolution in France from 1787 up to and including 4 August 1789.

Provide evidence to support your answer.

Question 2 (10 marks)

Using **three or four** points, explain how the locked doors of the Assembly meeting hall on 20 June 1789 contributed to a revolutionary situation up to and including 4 August 1789.

Provide evidence to support your answer.

Creating a new society – French Revolution 5 August 1789 to 1795

Question 3 (20 marks)



Source: Nicolas Guy Brenet, *Louis XVI Swearing Loyalty to the Constitution on the Altar of the Homeland*, oil on canvas, c. 1791; from Musée des Beaux-Arts, Quimper, France/Bridgeman Images

- Identify **two** social groups depicted in the representation. 2 marks
- Identify **two** ways the representation suggests that this event was a revolutionary achievement. 2 marks
- By referring to parts of the representation and using your own knowledge, explain the way the new society was to be governed following Louis XVI's acceptance of the Constitution on 4 February 1790 in front of the National Assembly. 6 marks
- Evaluate to what extent this representation provides an accurate depiction of the response by Louis XVI to the Revolution from 1790 to 1793. 10 marks
In your response, refer to parts of the representation and to different views of the Revolution.

Russia

Revolutionary ideas, leaders, movements and events – Russian Revolution 1905 to October 1917

Question 1 (10 marks)

Using **three or four** points, explain how war and revolutionaries contributed to the development of the Revolution in Russia from 1914 up to and including October 1917.

Provide evidence to support your answer.

Question 2 (10 marks)

Using **three or four** points, explain how Soviet Order No. 1 contributed to a revolutionary situation in Russia from March 1917 up to and including October 1917.

Provide evidence to support your answer.

Creating a new society – Russian Revolution November 1917 to 1924

Question 3 (20 marks)



Source: Dmitrii Moor, *Proletarians of all Lands, Unite. Long Live the International Army of Labour. Only Commanders from the People will Lead the Red Army to Victory*, 1918; from David King, *Russian Revolutionary Posters: From Civil War to Socialist Realism, From Bolshevism to the End of Stalin*, Tate Publishing, London, 2012, p. 20

- Identify **two** of the three social groups depicted in the representation. 2 marks
- Identify **two** features of the representation that depict revolutionary ideas. 2 marks
- By referring to parts of the representation and using your own knowledge, explain why these social groups were asked to unite in 1918. 6 marks
- Evaluate to what extent this representation provides an accurate depiction of the support these social groups gave to the Bolshevik regime from 1918 up to and including 1924. In your response, refer to parts of the representation and to different views of the Revolution. 10 marks

China

Revolutionary ideas, leaders, movements and events – Chinese Revolution 1898 to 1949

Question 1 (10 marks)

Using **three or four** points, explain how Sun Yat-sen (Sun Zhongshan) and the Tongmenghui resistance movement contributed to a revolutionary situation in China from 1905 up to and including 1911.

Provide evidence to support your answer.

Question 2 (10 marks)

Using **three or four** points, explain how the Second Sino-Japanese War, 1937–1945, contributed to the development of the Chinese Revolution up to and including 1945.

Provide evidence to support your answer.

Creating a new society – Chinese Revolution 1949 to 1976

Question 3 (20 marks)



Photograph: Yang Pei Ming (Shanghai Propaganda Poster Art Center)

Source: *Go to the Countryside and Border Area Where We Are Most Needed by Motherland*, 1970; from Melissa Chiu and Zheng Shengtian, *Art and China's Revolution*, Asia Society, New York, 2008, p. 15

- Identify **two** objects in the representation that depict the Cultural Revolution. 2 marks
- Identify **two** features of the representation that suggest revolutionary enthusiasm. 2 marks
- By referring to parts of the representation and using your own knowledge, explain the role of youths, including Red Guards, during the Cultural Revolution. 6 marks
- Evaluate to what extent this representation provides an accurate depiction of youths, including Red Guards, and the Cultural Revolution.
In your response, refer to parts of the representation and to different views of the Revolution. 10 marks

**END OF SECTION A
TURN OVER**

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

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

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 black or blue pen.

Revolution	Page
America	14
France	16
Russia	18
China	20

America

Revolutionary ideas, leaders, movements and events – American Revolution 1763 to 1776

Question 1 (20 marks)

Thomas Jefferson, *The Declaration of Independence*;

from Dennis Phillips, *Empire of liberty?*, Pitman Publishing Pty Ltd, Victoria, 1984, p. 53

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. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn⁴, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms⁵ to which they are accustomed. But when a long train of abuses and usurpations⁶, pursuing invariably the same Object evinces⁷ a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security. Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world ...

¹**self-evident** – obvious

⁵**forms** – ways of being governed

²**endowed** – blessed, given

⁶**usurpations** – taking away power or authority

³**unalienable** – cannot be taken away

⁷**evinces** – gives evidence of

⁴**shewn** – shown

- a. Identify **two** rights that, according to the extract, God the Creator has given to 'all men'. 2 marks
- b. Identify **two** reasons, stated in the extract, for people to change a government. 2 marks
- c. By quoting from the extract and using your own knowledge, explain how conflict between Britain and the colonies contributed to the outbreak of revolution up to and including 1776. 6 marks
- d. Evaluate to what extent this extract provides an accurate depiction of the causes of the American Revolution up to and including 1776.
In your response, quote parts of the extract and refer to different views of the causes of the American Revolution. 10 marks

Creating a new society – American Revolution 1776 to 1789**Question 2 – Essay response (20 marks)**

To what extent did the American Revolution achieve perfect freedom for the new society?

Use evidence to support your answer.

France

Revolutionary ideas, leaders, movements and events – French Revolution 1781 to 4 August 1789

Question 1 (20 marks)

Gaetano Salvemini, *The French Revolution 1788–1792*, IM Rawson (trans.), Jonathan Cape, London, 1969, p. 114

... When everyone had had ample opportunity for examining the respective merits of each possible solution, the Government – failing to end the uncertainty as to whether voting was to take place per head and in a single assembly, or by each order casting a single vote in three separate bodies – decided that the *tiers état* should have about six hundred deputies out of a total of 1155: in other words, as many as the nobility and clergy together.

Of all possible solutions, this was the most foolish. An equal number of commons' representatives and voting per head were two inseparable elements of a single solution. The *tiers état*, having conquered the first position, was forced to attack the second unless it were to accept defeat and ridicule. Had the King himself decreed that all three orders were to vote together he would without doubt have dealt a death-blow to feudal privilege: he would, in fact, have brought about the Revolution. But it would have been a revolution of his own making: one that, endowing¹ him with popularity and moral strength, would have enabled him to control the *tiers état* after giving them the victory. The nobility and clergy, abandoned by the King, and impotent in the face not only of the *tiers état* but of the State officials, would have had no illusions about the possibility of regaining their position, and would not, through their blind², obstinate resistance, have provoked the fury and excesses of the revolutionaries. It is true that nothing, by then, could have saved the privileged orders or delayed the triumph of civil equality in France; but the monarchy itself might well have survived the overthrow of feudalism. Instead of which, Necker and the King gave the commons the numerical strength they required over their adversaries, without conceding them the power to use it for a legal victory. It was simply an invitation to help themselves to the rest, and it inevitably urged them forward on the way of revolution.

¹endowing – giving him, like a gift

²blind – unthinking

- a. Identify **two** ways, stated in the extract, that voting could have been conducted. 2 marks
- b. Identify **two** possible outcomes, stated in the extract, that may have occurred if the King had decided all orders would vote together. 2 marks
- c. By quoting from the extract and using your own knowledge, explain the impact of the issue of voting by head or order. 6 marks
- d. Evaluate to what extent this extract provides a complete depiction of the causes of the French Revolution from 1788 up to and including 4 August 1789.
In your response, quote parts of the extract and refer to different views of the causes of the French Revolution. 10 marks

Creating a new society – French Revolution 5 August 1789 to 1795

Question 2 – Essay response (20 marks)

To what extent was the Revolution challenged by enemies in the creation of the new society from 1790 up to and including 1795?

Use evidence to support your answer.

Russia

Revolutionary ideas, leaders, movements and events – Russian Revolution 1905 to October 1917

Question 1 (20 marks)

Orlando Figes, *Revolutionary Russia, 1891–1991*, Penguin Group, London, 2014, pp. 44–47

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¹pledge – promise

- a. Identify **two** Social Democratic factions that are stated in the extract. 2 marks
- b. Identify **two** ‘things’ stated in the extract that were made clear to Lenin by the events of 1905. 2 marks
- c. By quoting from the extract and using your own knowledge, explain the importance of the 1905 Revolution. 6 marks
- d. Evaluate to what extent this extract provides a complete depiction of the causes of the Revolution in Russia up to and including October 1917.
In your response, quote parts of the extract and refer to different views of the causes of the Russian Revolution. 10 marks

Creating a new society – Russian Revolution November 1917 to 1924

Question 2 – Essay response (20 marks)

Lenin said: ‘One step forward, two steps back’.

To what extent did the Bolsheviks move away from their aims between 1918 and 1924?

Use evidence to support your answer.

China

Revolutionary ideas, leaders, movements and events – Chinese Revolution 1898 to 1949

Question 1 (20 marks)

Max Boot, *Invisible Armies: An Epic History of Guerrilla Warfare from Ancient Times to the Present*, Liveright Publishing Corporation, New York, 2013, pp. 335–338

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¹**debunkers** – critics of ideas

⁴**impressing** – forcing someone to serve in the army

²**Chiang Kai-shek** – Jiang Jieshi

⁵**gall** – boldness, arrogance

³**Kuomintang** – Guomindang

- a. Identify **two** views of the Long March that are stated in the extract. 2 marks
- b. Identify **two** points, mentioned in the extract, that question the story of the Long March. 2 marks
- c. By quoting from the extract and using your own knowledge, explain the importance of the Long March to the development of the Chinese Revolution. 6 marks
- d. Evaluate to what extent this extract provides an accurate depiction of how the Communists increasingly gained power from 1935 up to and including 1949.
In your response, quote parts of the extract and refer to different views of the way the Communists gained power. 10 marks

Creating a new society – Chinese Revolution 1949 to 1976

Question 2 – Essay response (20 marks)

The historian Frank Dikötter argues that ‘the history of Communism in China is ... a history of promises made and promises broken’.

To what extent is this an accurate description of how the Chinese Communist Party consolidated the Revolution after 1949?

Use evidence to support your answer.