

**Victorian Certificate of Education
2016****HISTORY: REVOLUTIONS****Written examination****Monday 7 November 2016****Reading time: 3.00 pm to 3.15 pm (15 minutes)****Writing time: 3.15 pm to 5.15 pm (2 hours)****QUESTION BOOK****Structure of book**

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>
A	3	3	40
B	2	2	40
			Total 80

- Students are to write in blue or black pen.
- 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 20 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.

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

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

Answer **all** questions for this revolution in Section A of the answer book.

You must **not** choose the same revolution for Section A and Section B.

Revolution	Page
America	4
France	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

The Boston Tea Party is beloved by historical writers for the romantic color with which it brightens their prose. To treat it more seriously, three vessels with cargoes of tea docked at Boston and were forbidden by radicals to unload. A militia guard under smuggler John Hancock enforced the ban. (One must not succumb to the romantic notion that radicals are always poor and outcast. Hancock reputedly was one of Boston's wealthiest and most prominent merchants.)

Hutchinson insisted on the law requiring customs duty¹ on the tea. "It is time this anarchy was restrained and corrected by some authority or other." The radicals [who were] opposing taxes on tea forbade payment. The owner of one vessel, who saw the mood of the townsfolk, begged for permission to take the tea back to England, but Hutchinson adamantly refused. Whereupon crowds of men ... masquerading² as Mohawk Indians, forced themselves into the ships and dumped the tea into the harbor, all of which was done under the guns of Castle William.

It makes a lively tale, but English authorities were not amused. For Hutchinson it was a no-win situation. Bernard Bailyn comments that Hutchinson would discover criticism later in London "not for having been too rigid, and taking too many risks in enforcing the law, but for having been too lenient ... that he should simply have sent in the troops to seize the tea and hold it until the situation cleared. But this he had never considered doing."

Source: Francis Jennings, *The Creation of America: Through Revolution to Empire*, The Press Syndicate of the University of Cambridge, Cambridge, 2000, pp. 142 and 143

¹customs duty – tax

²masquerading – pretending to be

Source 2

When the ships docked on December 16, 1773 ... that I can't but consider it an epoch³ of history.'

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this material is not supplied.

Source: Paul Johnson, *A History of the American People*, Weidenfeld & Nicolson, London, 1997, pp. 118 and 119

¹jammed – squashed

²intrepid – fearless

³epoch – significant time in history

Question 1 (20 marks)

- a. Using Source 1, outline the causes of the Boston Tea Party. 5 marks
- b. Using Source 2 and your own knowledge, explain how the Boston Tea Party was a turning point in the Revolution. 5 marks
- c. Evaluate the significance of acts of rebellion as a cause of the American Revolution. In your response, refer to the sources provided and other views. 10 marks

Consequences of revolution – The American Revolution from 4 July 1776 to 1789**Question 2** (10 marks)

Explain how Shays' Rebellion (1786–1787) was a threat to the newly established government of America. Use evidence to support your response.

Question 3 (10 marks)

Explain how the constitutional system of checks and balances prevented any part of the new power structure from becoming too strong. 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

An account of the dismissal of Necker, 11 July 1789, by his daughter Madame de Staël

M. Necker, my father, continued to visit the king every day; but he was never told anything of importance. This silence towards the principal minister was very disturbing, at a time when foreign troops were seen arriving from all parts and were stationed around Paris and Versailles. Every night my father told us in confidence that he expected to be arrested the next day ...

At three o'clock in the afternoon of 11 July, M. Necker received a letter from the king; it ordered him to leave Paris and France itself, adding only that he should conceal his departure from everyone. Baron de Breteuil's opinion had been that M. Necker ought to be arrested, as his dismissal was sure to cause a riot ...

Two days after his departure, when his fall from power became known, all the theatres were closed as if for a public disaster. The whole of Paris took up arms¹.

Source: Richard Cobb and Colin Jones (eds), *Voices of the French Revolution*, Salem House Publishers, Topsfield, 1988, p. 66

¹**took up arms** – gathered weapons

Source 2

A letter from Camille Desmoulins to his father, 15 July 1789

Dearest father,

... How things have changed over the last three days! Sunday last, Paris was aghast¹ at the dismissal of M. Necker ... About three o'clock I went to the Palais-Royal; I was deploring our lack of courage to a group of people when three young men came by, holding hands and shouting *Aux armes!* (To arms!). I joined them, my enthusiasm quite obvious; I was surrounded and pressed to climb up on a table: there were immediately six thousand people around me;

... 'Aux armes!' I cried, 'Aux armes! Let us all wear cockades².' I grabbed a ribbon and pinned it to my hat. My action spread like wildfire! Sound of the tumult³ reached the camp; the Cravates, the Swiss, the Dragoons, the Royal-Allemand all arrived. The prince Lambesc, heading the latter, entered the Tuileries on horseback. He personally cut down an unarmed Garde Français with his sword, and knocked over women and children. The crowd became wild with anger. And then there was but a single cry across Paris: *Aux armes!*

Source: Richard Cobb and Colin Jones (eds), *Voices of the French Revolution*, Salem House Publishers, Topsfield, 1988, p. 66

¹**aghast** – shocked

²**cockades** – a knot of ribbon worn on a uniform

³**tumult** – loud noise caused by a large mass of people

Question 1 (20 marks)

- a. Outline how each source supports the view that the dismissal of Necker was a trigger for the Revolution in France. 5 marks
- b. Using both sources and your own knowledge, explain how the actions of particular individuals escalated a tense situation in Paris in July 1789. 5 marks
- c. Evaluate the contribution of Necker's dismissal as a cause of the Revolution in 1789. In your response, refer to the sources provided and other views. 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 the changes in conditions that influenced revolutionary leaders to establish the Committee of Public Safety. 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 Provisional Government had a competitor: the February Revolution had produced not one but two self-constituted authorities aspiring to a national role. The second was the Petrograd Soviet, formed on the pattern of the 1905 Petersburg Soviet by workers, soldiers, and socialist politicians ...

On 1 March, before the formal establishment of the Provisional Government or the emergence of 'responsible leadership' in the Soviet, the notorious Order No. 1 was issued in the name of the Petrograd Soviet ... it stated that no governmental order to the Army was to be considered valid without the counter-signature of the Soviet ...

The relationship that developed between the Petrograd Soviet Executive Committee and the Provisional Government in the spring and summer of 1917 was intense, intimate, and quarrelsome ...

Popular hostility to the 'bourgeois' Provisional Government mounted¹ in the late spring, as war weariness increased and the economic situation in the towns deteriorated ... demonstrators carried banners calling for 'All power to the soviets' ...

Source: Sheila Fitzpatrick, *The Russian Revolution*, 3rd edn, Oxford University Press, New York, 2008, pp. 46–49

¹**mounted** – grew

Source 2

The power of the Petrograd Soviet, which grew steadily because of its support from the Petrograd workers and soldiers, was the greatest threat ... in a conflict with the Petrograd Soviet, the Provisional Government was helpless. The government had formal authority but limited power, while the Soviet had real power but no formal responsibility for government ... Moreover, thousands of other new organizations – political parties, trade unions and professional associations, nationality-based organizations, community associations, educational and cultural clubs, and others – came into existence after February and asserted their right to participate in public affairs ...

Source: Rex A Wade, *The Russian Revolution, 1917*, 2nd edn, Cambridge University Press, New York, 2005, pp. 56 and 57

Question 1 (20 marks)

- a. Using Source 1, outline the weaknesses of the Provisional Government. 5 marks
- b. Using the sources provided and your own knowledge, explain the extent of support for the Petrograd Soviet. 5 marks
- c. Analyse the significance of the Dual Authority as a cause of the October Revolution. In your response, refer to the sources provided and other views. 10 marks

Consequences of revolution – The Russian Revolution from October 1917 to 1927**Question 2** (10 marks)

Explain why the CHEKA (Cheka) was introduced and how its power was used. Use evidence to support your response.

Question 3 (10 marks)

Explain how the Tenth Party Congress in 1921 created challenges to the Revolution in Russia. 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

While Chiang¹ splattered his speeches ... which he saw as antecedents⁶ to independence.

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this material is not supplied.

Source: Orville Schell and John Delury, *Wealth and Power: China's Long March to the Twenty-First Century*, Random House, New York, 2013, p. 191

¹**Chiang** – Chiang Kai-Shek or Jiang Jieshi

²**Sun** – Sun Yixian or Sun Yat-sen

³**offhand** – careless

⁴**rejuvenation** – renewal

⁵**pragmatist** – a person who takes a practical approach to problems

⁶**antecedents** – preceding circumstances

Source 2

Jiang Jieshi (Chiang Kai-Shek) writing on the Nationalists' ideas of revolution in 1943

... the Kuomintang¹ was organized in order to preserve our national existence and promote the welfare of all the people by means of a national revolution ... Every Chinese citizen has the right as well as the duty to become a member of the Kuomintang. As the central organ directing the work of revolution and reconstruction, the Party treats the people, be they members or non-members, on an equal footing, without the slightest discrimination. It assumes the responsibility of guiding and training the people so that everyone may have the opportunity and the ability to work for the success of the National Revolution, the realization of the Three Principles, the rebuilding of the state and the revival of the nation.

Source: Chiang Kai-Shek, *China's Destiny*, Wang Chung-Hui (trans.), Da Capo Press, New York, 1976, pp. 99 and 100

¹**Kuomintang** – Guomindang

Question 1 (20 marks)

- a. Outline the view given in Source 1 of Jiang Jieshi's (Chiang Kai-Shek's) actions and beliefs. 5 marks
- b. Using Source 2 and your own knowledge, explain the key Nationalist ideas according to Jiang Jieshi (Chiang Kai-Shek). 5 marks
- c. Analyse the role of Jiang Jieshi (Chiang Kai-Shek) in the defeat of the Nationalist cause. In your response, refer to the sources provided and other views. 10 marks

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

Explain how the Chinese Communist Party (CCP) addressed the challenge of agrarian reform in the first decade of its rule in China. Use evidence to support your response.

Question 3 (10 marks)

Explain how the cult of Mao was used in the Cultural Revolution. Use evidence to support your response.

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

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

Answer **all** questions for this revolution in Section B of the answer book.

You must **not** choose the same revolution for Section A and Section B.

Your response to the essay in Section B will be assessed according to the 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)

‘By 1776 the relationship between Britain and the American colonies had deteriorated to the point where separation was inevitable.’

Discuss.

Consequences of revolution – The American Revolution from 4 July 1776 to 1789

Use the following sources to answer Question 2.

Source 1



Source: Nathaniel Currier, *Washington's reception by the ladies on passing the bridge at Trenton, NJ, April 1789, on his way to be inaugurated first President of the United States*; lithographed and published by Nathaniel Currier, 1845; gift of Emily C Chadbourne, 1952; The Metropolitan Museum of Art (www.metmuseum.org)

Source 2

As ratified in 1789, the US Constitution did not prescribe national qualifications for the franchise^{1a}; individual states set these standards. In the years following the American Revolution, state constitutions differed significantly in their suffrage^{1b} requirements. For the most part, the liberalization² in the franchise did not extend to women and non-Whites. As political dependents, women and black people were thought to have no need to vote; their husbands or masters took their interests into account when they voted. As economic dependents, women and Blacks might be susceptible to bribery or corruption, selling their vote to the highest bidder. Yet while white women could claim certain civil rights, such as the right to freedom of speech, trial by jury, and the right to petition, all slaves, men and women alike, were regarded as political nonentities³, lacking even basic civil rights.

Source: Rosemarie Zagarri, 'Suffrage and Representation', in Jack P Greene and JR Pole (eds), *A Companion to the American Revolution*, Blackwell Publishing, Malden, 2004, p. 665

^{1a}**franchise** and ^{1b}**suffrage** – both refer to rules about who was entitled to vote

²**liberalization** – broadening

³**nonentities** – people with no power or influence

Question 2 (20 marks)

- a. Using Source 1 and your own knowledge, outline the role of women in the American Revolution after 4 July 1776. 5 marks
- b. Using Source 2 and your own knowledge, explain the outcomes of the Revolution for American women. 5 marks
- c. Analyse the extent to which the rights of different social groups were recognised in America's new society. In your response, refer to the sources provided and other views. 10 marks

France

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

Question 1 – Essay (20 marks)

‘Financial collapse outweighs all other forces that drove France to revolution.’

To what extent do you agree with this view?

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

Use the following sources to answer Question 2.

Source 1



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 July 1790

SECTION B – continued

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. 53 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 King Louis XVI presented to the consolidation of the new regime. In your response, refer to the sources provided and other views. 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 important were soldier and sailor mutinies as a cause of the Russian Revolution from 1905 to 1917?

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

Use the following sources to answer Question 2.

Source 1



Source: Ivan Vasil'evich Simakov, *Remember about the starving!*, Soviet famine poster, 1921; in Nina Ivanovna Baburina, *Russia – 20th Century: History of the Country in Poster*, Panorama Publishing House, Moscow, 1993, p. 72

At the top of the poster, in the upper right-hand corner, is written 'Workers of the World Unite!'
At the bottom of the poster is written 'Remember about the starving!'

Source 2

By 1921, the fall in food supplies, caused by a combination of requisitioning¹, drought and the general disruption of war, had created a national famine ... Matters became so desperate that the Bolsheviks, while careful to blame the *kulaks* and the Whites for the situation, were prepared to admit there was a famine and to accept foreign assistance ... foreign help came too late to prevent mass starvation. Of the ten million fatalities of the Civil War period, over half starved to death.

Source: Michael Lynch, *Reaction & Revolutions: Russia 1881–1924*, 2nd edn, 'Access to History' series, Hodder & Stoughton, London, 2000, p. 133

¹**requisitioning** – the forced taking of supplies

Source 3

The single biggest killer of these years — it accounted in all for some five million lives — was the famine crisis of 1921–2 ... The peasants were accustomed to harvest failures and had always maintained large stocks of grain, often in communal barns, for such emergencies. What made this crisis so disastrous was the fact that the peasant economy had already been brought to the brink of disaster, even before nature took its toll, by the requisitionings of the civil war ...

Until July 1921 the Soviet government refused to acknowledge the existence of the famine. It was a major embarrassment ...

... it was left to the public and foreign bodies to organise the relief campaign.

Source: Orlando Figes, *A People's Tragedy: The Russian Revolution 1891–1924*, Pimlico, London, 1997, pp. 775, 776 and 778

Question 2 (20 marks)

- | | | |
|-----------|---|----------|
| a. | Using Sources 2 and 3, outline the causes of the famine. | 5 marks |
| b. | Using all three sources and your own knowledge, explain the responses of the Bolshevik government to the famine. | 5 marks |
| c. | Analyse the economic challenges faced by the new regime. In your response, refer to the sources provided and other views. | 10 marks |

China

Causes of revolution – The Chinese Revolution from 1912 to 1949

Question 1 – Essay (20 marks)

‘The Nationalist Decade (1927–1937) can be seen as a golden phase for China.’

To what extent do you agree with this view?

Consequences of revolution – The Chinese Revolution from 1949 to 1971

Use the following sources to answer Question 2.

Source 1

[Mao’s regime] brought about huge improvements ...
... his revolution reunified China ...

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this material is not supplied.

Source: Delia Davin, ‘Dark Tales of Mao the Merciless’, in Gregor Benton and Lin Chun (eds), *Was Mao Really a Monster? The Academic Response to Chang and Halliday’s Mao: The Unknown Story*, Routledge, New York, 2010, p. 20

Source 2



Source: Ku Yuan, *The Workers’ Cultural Palace*, woodcut; in China Welfare Institute, *China Reconstructs*, issue no. 1, January–February 1952, p. 46

Source 3

My mother's earnings, as with all the peasants', depended on the weather and luck. They had no say in what to plant: the central government in Beijing decided that. My family's area planted mainly wheat in the winter, corn, yams and sorghum¹ the rest of the year. The government would get the first and biggest portion, at the government-set price, and the rest was divided among the peasants according to the number of members in each family and how many points the family earned during the year. This apportioned food would be counted against your earnings at the end of that year. Every day, the head of each working group in the village would register who worked and for how many hours. Then, at the end of each month, all the peasants would gather and decide how many points each person was entitled to. The most a man could earn in a single day was ten points, which was about one yuan or roughly seventeen US cents then. Women normally received about half of a man's earnings.

Source: Li Cunxin, *Mao's Last Dancer*, Penguin Books Australia, Camberwell, 2003, pp. 8 and 9

¹**sorghum** – a cereal crop

Question 2 (20 marks)

- a. Using Sources 1 and 2, outline the view given of Mao's contribution to social change under the Revolution. 5 marks

- b. Using Source 3 and your own knowledge, explain how successful the Revolution was in improving the living standards of the Chinese people. 5 marks

- c. Analyse the diverse experiences of peasants and workers as the new regime consolidated its power. In your response, refer to the sources provided and other views. 10 marks

Assessment criteria for Section B – Essay

The essay in Section B will be assessed against the following criteria:

- construction of a coherent and relevant historical argument that addresses the specific demands of the essay question
- demonstration of historical knowledge that is accurate and appropriate for the essay question
- use of historical thinking concepts
- use of primary sources and historical interpretations as evidence