



# Victorian Certificate of Education

## 2003

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

### STUDENT NUMBER

Letter

Figures

Words


## HISTORY: Revolutions

### Written examination

Wednesday 12 November 2003

Reading time: 3.00 pm to 3.15 pm (15 minutes)

Writing time: 3.15 pm to 5.15 pm (2 hours)

### QUESTION AND ANSWER BOOK

#### Structure of book

Section	Number of questions	Number of questions to be answered	Percentage of marks	Suggested times (minutes)
A	2 (10 parts)	2 (4 parts)	20	20
B	1 (10 parts)	1 (2 parts)	30	40
C	3	1	50	60
			Total 100	120

- 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 white out liquid/tape.
- No calculator is allowed in this examination.

#### Materials supplied

- Question and answer book of 21 pages, including **Assessment criteria** on page 21. There is a detachable insert for Section B in the centrefold.
- A script book is available from the supervisor if required.

#### Instructions

- Detach the insert from the centre of this book during reading time.
- Write your **student number** in the space provided above on this page, and on the front cover of any script book used.
- All written responses must be in English.

#### At the end of the examination

- If a script book is used, place it inside the front cover of this question and answer book.

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

**SECTION A****Instructions for Section A**

This section of the examination paper contains two questions – Question 1 and Question 2. These questions examine aspects of Areas of Study 1 and 3, ‘Crisis in the Old Regime’ and ‘Creating a New Society’. Answer **two parts** of Question 1 and **two parts** of Question 2. Write no more than a paragraph for each of the four parts.

**Question 1**

Choose any **two** of the following.

- a. Using four or five main points, explain why the religious policy of Charles I created a crisis for his regime in the **1630s**.

**OR**

- b. Using four or five main points, explain how the taxation policies of Great Britain created a crisis for the British Government in its relationship with the American colonists in the **1760s**.

**OR**

- c. Using four or five main points, explain why ideological conflicts became a crisis for the absolute monarchy of Louis XVI by **1789**.

**OR**

- d. Using four or five main points, explain why the government’s unwillingness to adjust to change became a crisis for the Tsar in the period **1905 to February 1917**.

**OR**

- e. Using four or five main points, explain how a decline of confidence in the Qing dynasty created a crisis for the government between **1898 and 1911**.

**SECTION A**

**Question 1**

**Either a., b., c., d. or e.**

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**Either a., b., c., d. or e.**

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**Question 2**

Choose any **two** of the following.

- a. Name **three** main changes introduced by the revolutionary government in England between **1648** and **1660** and explain the significance of **one** of these changes.

**OR**

- b. Name **three** main changes introduced by the American revolutionaries between **1777** and **1803** and explain the significance of **one** of these changes.

**OR**

- c. Name **three** main changes introduced by the revolutionary governments in France between **August 1789** and **1794** and explain the significance of **one** of these changes.

**OR**

- d. Name **three** main changes introduced by the revolutionary government in Russia between **October 1917** and **1932** and explain the significance of **one** of these changes.

**OR**

- e. Name **three** main changes introduced by the revolutionary government in China between **1949** and **1966** and explain the significance of **one** of these changes.

**SECTION A**

**Question 2**

**Either a., b., c., d. or e.**

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**Either a., b., c., d. or e.**

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**SECTION B****Instructions for Section B**

Remove the insert from the centre of this book before answering the question. Write on **one** of the Revolutions you studied. The Revolution you choose for Section B should not be the same as the one you choose for Section C. Question 3 examines Area of Study 2, 'Revolutionary Ideas, Movements and Leaders'.

**Question 3**

Choose **one** of the Revolutions from the insert. Answer the two parts (**i.** and **ii.**) of your chosen Revolution. **Provide evidence to support your response.**

Rough work only









**SECTION C****Instructions for Section C**

Write an essay on one of the Revolutions you studied. The Revolution you choose for Section C should not be the same as the one you chose for Section B. The essay question examines aspects of Areas of Study 1 and 3, 'Crisis in the Old Regime' and 'Creating a New Society'.

Choose **one** of the following essay topics.

**Question 4**

'The ideals which inspired the revolutionaries to break with the traditions of the old regime were rarely achieved in the new society.'

Discuss this view, providing evidence to support your answer.

**OR**

**Question 5**

'A new society created by a revolutionary government is often as socially, politically or economically unjust as the society before the revolution.'

Discuss this view, providing evidence to support your answer.

**OR**

**Question 6**

'A revolutionary government is often as unwilling and unable to adjust to changing circumstances as the government it replaces.'

Discuss this view, providing evidence to support your answer.

**SECTION C****Either Question 4, 5 or 6**


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A script book is available from the supervisor if you require extra paper to complete your answer. Please ensure that you write your **student number** in the space provided on the front cover of the script book.

At the end of the examination, place the script book inside the front cover of this question and answer book.

**END OF SECTION C**

### **Assessment criteria**

The examination will address all of the criteria. All students will be examined against each criterion.

#### ***Section A***

1. understanding of aspects of the origin of the revolution and the nature of the new society

#### ***Section B***

2. understanding of aspects of revolutionary ideas, movements and leaders
3. use of evidence to support an argument
4. relevant response to the questions

#### ***Section C***

5. relevant response to the question
6. understanding of the origins of the revolution
7. understanding of challenges faced by the emerging new order
8. use of evidence to support an argument and conclusion
9. analysis of continuity and change
10. understanding of historical sources and/or historians' approaches

**Insert for Section B**

Please remove from the centre of this book during reading time.

**a. England**

This caricature of Oliver Cromwell was published shortly after the execution of Charles I (shown in the background).



- i. **Using evidence from the representation** identify what the illustration is suggesting about the role of Oliver Cromwell in the English Revolution.
- ii. **Using evidence from the representation and your own knowledge** explain to what extent you agree with the way Cromwell is portrayed in this caricature.

**OR**

**b. Colonial America**

At a meeting of representatives from throughout the colony of Virginia on 6 May 1776 (two months before the Second Continental Congress adopted the Declaration of Independence on 4 July 1776) the following Declaration of Rights, often called the Virginia Bill of Rights, was presented.

It declared:

1. That all men are by nature equally free and independent, and have certain inherent rights, . . . namely, the enjoyment of life and liberty, with the means of acquiring and possessing property, and pursuing and obtaining happiness and safety.
2. That all power is vested in, and consequently derived from, the people; that magistrates are their trustees and servants, and at all times amenable [answerable] to them.
3. That government is, or ought to be, instituted for the common benefit, protection, and security of the people, nation, or community . . . and that when any government shall be found inadequate or contrary to these purposes, a majority of the community hath [a] . . . right to reform, alter or abolish it . . .

- i. Using evidence from the document** identify the revolutionary ideas expressed in the document.
- ii. Using evidence from the document and your own knowledge** explain to what extent these ideas contributed to the American Revolution up to 1776.

**OR**

**c. France**

The Declaration of the Rights of Man and the Citizen, 27 August 1789.

The representatives of the French people, sitting in the National Assembly considering that ignorance of, neglect of, and contempt for the rights of man are the sole causes of public misfortune and the corruption of governments, have resolved to set out in a solemn declaration the natural, inalienable and sacred rights of man . . .

Consequently the National Assembly recognises and declares, in the presence of and under the auspices of, the Supreme Being, the following rights of man and of the citizen:

- i. Men are born and remain free and equal in rights. Social distinctions can only be founded on communal utility.
- ii. The purpose of all political associations is the preservation of the natural . . . rights of man. These rights are liberty, property, security and resistance to oppression.
- iii. The principle of all sovereignty emanates [derives] essentially from the nation. No group of men, no individual, can exercise any authority which does not specifically emanate [derive] from it [the nation]. . .
- vi. The law is the expression of the general will. All citizens have the right to take part personally, or through their representatives, in the making of the law. It should be the same for everyone, whether it protects or punishes. All citizens, being equal in the eyes of the law, are equally admissible to all honours, offices and public employment, according to their capacity and without any distinction other than those of their integrity and talents.

- i. Using evidence from the document** identify the revolutionary ideas contained in the Declaration.
- ii. Using evidence from the document and your own knowledge** explain to what extent these ideas were achieved in the French Revolution up to 1793.

**OR**

**d. Russia**

In October 1917, the All Russian Congress of Soviets of Workers' and Soldiers' Deputies and Delegates from the Peasants' Soviets issued this proclamation. (Western calendar 8 November 1917)

The Provisional Government is deposed and most of its members are under arrest. The Soviet authority will at once propose a democratic peace to all nations and an immediate armistice [cease fire] on all fronts. It will safeguard the transfer without compensation of all land . . . to the peasant committees; it will defend the soldiers' rights . . . it will establish workers' control over industry; it will insure the convocation [meeting] of the Constituent Assembly on the date set; it will supply the cities with bread and the villages with articles of first necessity; and it will secure to all nationalities inhabiting Russia the right of self determination.

The congress resolves that all local authority shall be transferred to the soviets of workers', soldiers' and peasants' deputies . . . Soldiers, Workers, Employees! The fate of the revolution and democratic peace is in your hands! Long live the Revolution!

- i. Using evidence from the document** identify the revolutionary ideas contained in this Proclamation.
- ii. Using evidence from the document and your own knowledge** explain to what extent these ideas were achieved in the Russian Revolution up to 1924.

**OR**

**e. China**

In 1936, Edgar Snow wrote in *Red Star Over China*:

As early as Chingkangshan [a base held by the Red Army in the winter of 1927] the Red Army had imposed three simple rules of discipline on its fighters, and these were: prompt obedience to orders; no confiscation whatsoever from the poor peasantry; and the prompt delivery directly to the government, for its immediate disposal, of all goods confiscated from the landlords. After the 1928 conference, emphatic efforts to enlist the support of the peasantry were made and eight rules were added to the three listed above. These were as follows:

1. Replace all doors when you leave a house.
2. Return and roll up the straw matting on which you sleep.
3. Be courteous and polite to people and help them when you can.
4. Return all borrowed articles.
5. Replace all damaged articles.
6. Be honest in all your transactions with the peasants.
7. Pay for all articles purchased.
8. Be sanitary, and especially establish latrines at a safe distance from people's houses.

- i. Using evidence from this extract** identify the revolutionary ideas that it contains.
- ii. Using evidence from the extract and your own knowledge** explain to what extent these ideas were important in shaping the Chinese Revolution up to 1949.

**END OF INSERT FOR SECTION B**