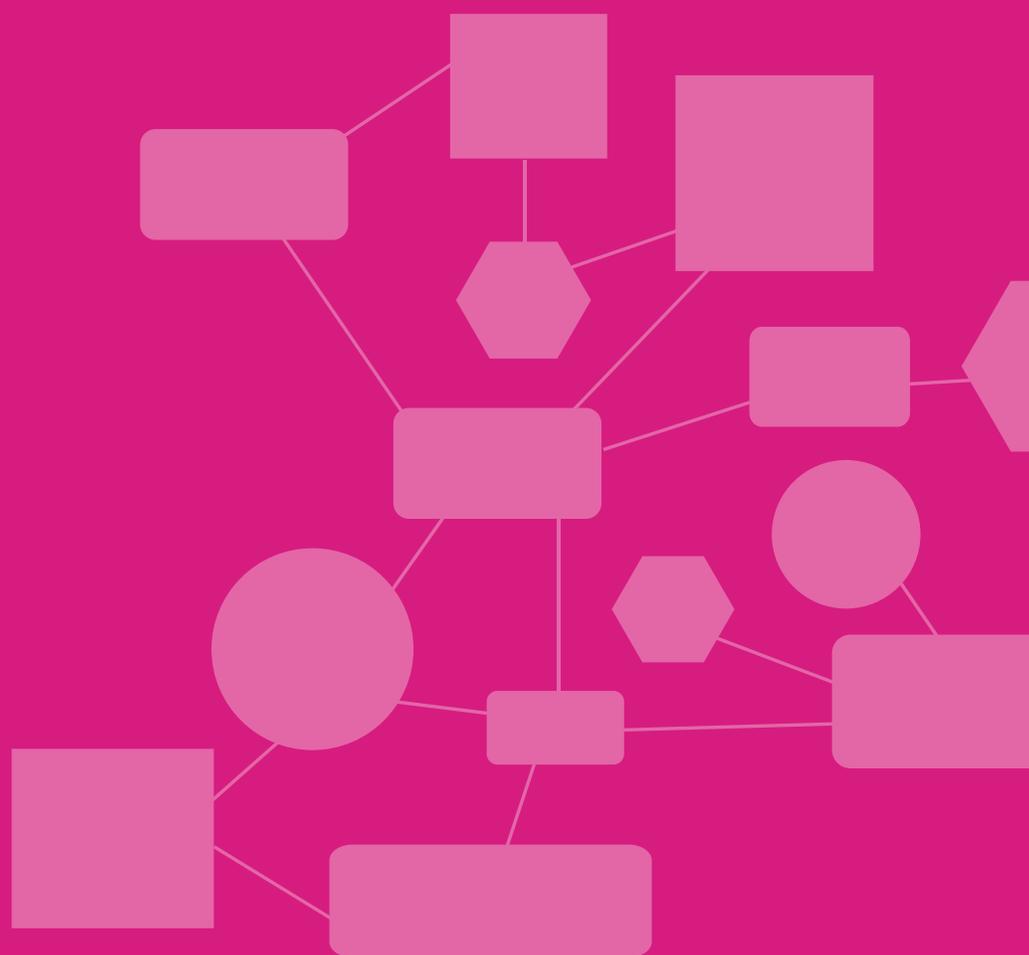


Victorian Certificate of Education

HISTORY

STUDY DESIGN



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Units 3 and 4: Revolutions

Units 3 and 4: Revolutions

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new order attempts to create political and social change and transformation based on a new ideology. Progress in a post-revolutionary society is not guaranteed or inevitable. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

In these units students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. They consider how perspectives of the revolution give an insight into the continuity and change experienced by those who lived through dramatic revolutionary moments. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order.

In developing a course, teachers select two revolutions to be studied from the following, one for Unit 3 and one for Unit 4:

- The American Revolution of 1776.
- The French Revolution of 1789.
- The Russian Revolution of October 1917.
- The Chinese Revolution of 1949.

For the two selected revolutions, both areas of study must be undertaken. Students are expected to demonstrate a progression from Unit 3 to Unit 4 in historical understanding and skills.

Area of Study 1: Unit 3 and Unit 4

Causes of revolution

- *What were the significant causes of revolution?*
- *How did the actions of popular movements and particular individuals contribute to triggering a revolution?*
- *To what extent did social tensions and ideological conflicts contribute to the outbreak of revolution?*

In this area of study students analyse the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks are caused by the interplay of significant events, ideas, individuals and popular movements and assess how these were directly or indirectly influenced by the social, political, economic and cultural conditions.

Students analyse significant events and evaluate how particular conditions profoundly influenced and contributed to the outbreak of revolution. They consider triggers such as, in America, the Boston Tea Party or, in France, the calling of the Estates-General.

Revolutionary ideologies emerged in opposition to the existing and dominant order, such as Leninism in Russia and Sun Yixian's (Sun Yat-sen's) 'Three Principles of the People' in China. These ideologies were utilised by individuals and movements to justify revolutionary action and change. In the American and French Revolutions, students analyse the degree to which the influence of enlightenment thinking was instrumental in promoting change in the American colonies and French Society. In Russia, they consider to what extent Marxist ideas challenged autocracy.

Revolutions can be caused by the motivations and the intended and unintended actions of individuals who shape and influence the course of revolution. Individuals including Louis XVI and Emmanuel Joseph Sieyès in France, and Tsar Nicholas II and Lenin in Russia had a significant impact on the course of revolution. Popular movements such as the Sons and Daughters of Liberty in America, and the Red Army in China showed that collective action could be transformed into revolutionary forces that could contribute to or hinder revolution as they sought to destroy the old order.

Students evaluate historical interpretations about the causes of revolution and explain why differing emphases are placed on the role of events, ideas, individuals and popular movements.

The key knowledge for this area of study in Units 3 and 4 covers the following timeframes:

- The American Revolution from 1754 to 4 July 1776 (French and Indian War to the Declaration of Independence 1776)
- The French Revolution from 1774 to October 1789 (Accession of Louis XVI to the throne to The October Days 1789)
- The Russian Revolution from 1896 to October 1917 (Coronation of Tsar Nicholas to the 25th October Revolution 1917)
- The Chinese Revolution from 1912 to 1949 (The Chinese Republic to the Communist victory in the Civil War on the 1 October 1949).

Outcome 1

On completion of this unit the student should be able to analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

America

- the events and other conditions that contributed to the outbreak of revolution, including the British mercantilist policy, the French and Indian War, British management of the colonies, the Proclamation Act, British tax revenue acts and the colonial responses, the Boston Massacre, the Boston Tea Party, the Coercive Acts, Powder Alarms, the First and Second Inter-continental Congress, Lexington and Concord
- the ideas that played a significant role in challenging the existing order, including the Enlightenment, Natural Rights, Taxation without representation, Representative Government, Republicanism, and Liberty
- the role of individuals, including King George III, James Otis, Samuel Adams, John Hancock, Patrick Henry, Richard Henry Lee, Benjamin Franklin and Thomas Paine
- the contribution of popular movements in mobilising society and challenging the existing order, including the Patriots, the Sons of Liberty, the Daughters of Liberty, the Committees of Correspondence, and the Provincial Congresses.

France

- the events and other conditions that contributed to the outbreak of revolution, including involvement in the American War of Independence, friction between monarchy and Parlements, noble privileges, peasant grievances, economic change, the calling of the Estates-General and their regulation, the 'Cahiers de Doléances', decisions made by Louis XVI, political pamphlets, the harvest crisis and food shortage and the dismissal of Necker
- the ideas that played a significant role in challenging the existing order, including the Enlightenment, the attack on 'ministerial despotism' in the revolt of the Notables 1787–88, the critique of privilege, the attack on feudalism and claims to popular sovereignty and equality
- the role of individuals, including Louis XVI and Marie Antoinette, Duc d'Orléans, Emmanuel Joseph Sieyès, Comte de Mirabeau, Marquis de Lafayette and Camille Desmoulins
- the contribution of popular movements in mobilising society and challenging the existing order, including the Réveillon Riots, the storming of the Bastille, the 'Great Fear' and the October Days.

Russia

- the events and other conditions that contributed to the outbreak of revolution, including tensions in Tsarist Russia, the formation of the Mensheviks and Bolsheviks, the Russo-Japanese War, Bloody Sunday, the role of the Dumas, World War One, the February Revolution, the effectiveness of the Provisional Government, The Dual Authority, Lenin's return and his April Theses, the July Days, the Kornilov Affair and the events of October 1917
- the ideas that played a significant role in challenging the existing order, including Nationalism, Liberal reformism, Revolutionary Populism, Marxism and Marxist-Leninism
- the role of individuals, including Tsar Nicholas II and Tsarina Alexandra, Count Witte, Pyotr Stolypin, Grigori Rasputin, Alexander Kerensky, Lenin and Trotsky
- the contribution of popular movements in mobilising society and challenging the existing order, including workers' protests and peasants' uprisings, soldier and sailor mutinies, and challenges by the Socialist Revolutionaries, Bolsheviks and Mensheviks (SDs), Octoberists and Kadets.

China

- the events and other conditions that contributed to the outbreak of revolution, including the economic and social inequalities, challenges to the early Republican era, Warlordism, the First United Front, the Northern Expedition, the Shanghai Massacre, the establishment of the Jiangxi Soviet (Kiangsi Soviet), successes and limitations of the Nationalist Decade, The Long March, the Japanese occupation of Manchuria and the Sino-Japanese War, the Yan'an Soviet (Yenan), the Second United Front, and the Civil War
- the ideas that played a significant role in challenging the existing order, including Marxist-Leninism, Sun Yixian's (Sun Yat-sen's) 'Three Principles of the People', Nationalism, Chinese Communism and Mao Zedong Thought (Maoism)
- the role of individuals, including Yuan Shikai (Yuan Shih-k'ai), Sun Yixian (Sun Yat-sen), Jiang Jieshi (Chiang Kai-shek), Mao Zedong (Mao Tse-tung), Zhu De (Chu Te), and Zhou Enlai (Chou En-lai)
- the contribution of popular movements in mobilising society and challenging the existing order, including the New Culture Movement and the May 4th Movement, the New Life Movement, actions of the Red Army, actions of the Goumindang (Kuomintang) and the Chinese Communist Party.

Key skills

- ask historical questions about the causes of revolution to inform an historical inquiry
- analyse the long-term causes and short-term triggers of revolution
- use primary sources as evidence to analyse the causes of a revolution
- evaluate the significance of ideas, events, individuals and popular movements that contributed to the outbreak of the revolution
- compare a range of historical perspectives to understand how the ideas and experiences of individuals and movements contributed to revolutionary causes
- evaluate historical interpretations about the significant causes of a revolution
- construct arguments about the causes of revolution using primary sources and historical interpretations as evidence.

Area of Study 2: Unit 3 and Unit 4

Consequences of revolution

- *How did the consequences of revolution shape the new order?*
- *How did the new regime consolidate its power?*
- *How did the revolution affect the experiences of those who lived through it?*
- *To what extent was society changed and revolutionary ideas achieved?*

In this area of study students analyse the consequences of the revolution and evaluate the extent to which it brought change to society. The success of the revolution was not inevitable; therefore, students analyse the significant challenges that confronted the new regime after the initial outbreak of revolution. Furthermore, they evaluate the success of the new regime's responses to these challenges and the extent to which the consequences of revolution resulted in dramatic and wide reaching social, political, economic and cultural change, progress or decline.

As new orders attempted to consolidate power, post-revolutionary regimes were often challenged by those who opposed change. They may have unleashed civil war and counter-revolutions, making the survival and consolidation of the revolution the principal concern of the revolutionary state. Challenges such as the creation of a new political system in America and the civil war in Russia had a profound consequence on the success of the revolution. The consequences of these challenges sometimes resulted in a compromise of revolutionary ideologies, as the leaders of the new order became more authoritarian and responded with violence and policies of terror and repression, initiating severe policies of social control as pragmatic strategies to stay in power. This was seen in France with the policy of 'terror until peace' and in China with the Great Leap Forward.

Individuals such as George Washington and Thomas Jefferson in America and Lenin and Trotsky in Russia attempted to create significant changes to the system of government and the fabric of society. These revolutionary leaders could not predict some of the consequences of their political, social, economic and cultural actions. This often resulted in opposition and unforeseen reactions.

In analysing the past, students engage with the historical perspectives as well as the experiences of those whose conditions of everyday life were affected by the revolution, such as the peasants and workers in Russia and the Red Guards in China.

Students evaluate historical interpretations about the success of the revolution, the new regime's consolidation of power, their compromise of revolutionary ideology and the degree of change brought to the society.

The key knowledge for this area of study in Units 3 and 4 covers the following timeframes:

- The American Revolution from 4th July 1776 to 1789 (Declaration of Independence to the acceptance of the Bill of Rights)
- The French Revolution from October 1789 to 1795 (The October Days to the dissolution of the Convention Year III)
- The Russian Revolution from October 1917 to 1927 (Early Sovnarkom decrees to the end of the NEP)
- The Chinese Revolution from 1949 to 1971 (Communist victory to the death of Lin Biao).

Outcome 2

On completion of this unit the student should be able to analyse the consequences of revolution and evaluate the extent of change brought to society.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

America

- the challenges the new regime faced in attempting to consolidate its power, including the War of Independence, creating and maintaining a political system, Shays' Rebellion, economic challenges, the Treaty of Paris 1783, the Philadelphia Convention 1787, ratification of the Constitution, and the treatment of Native Americans and African Americans
- the changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise their revolutionary ideals, including post-war recession, economic development, the debates on federal and state rights, the separation of powers, Individual Rights, the Bill of Rights and slavery
- the contribution of significant individuals that changed society, including George Washington, John Adams, Thomas Jefferson, Alexander Hamilton and James Madison

- the diverse revolutionary experiences of social groups and their responses to the challenges and changes to the conditions of everyday life, including Native Americans, Patriots, Loyalists, Continental Army soldiers, Women and African Americans.

France

- the challenges the new regime faced in attempting to consolidate its power, including power of the Church and nobility, hostility of foreign powers and the Papacy, the scale of the reforms envisaged by the Revolution, economic challenges, the outbreak and course of war, internal divisions over the aims of the Revolution, the abolition of absolute monarchy and privileged corporations, the introduction of popular sovereignty and representative government, changes to laws and taxes, the abolition of feudalism, the abolition of slavery and reforms to the Church
- the changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise their revolutionary ideals, including the use of capital punishment and the policy of ‘terror until peace’ in 1793–94
- the contribution of significant individuals that changed society, including Louis XVI, Georges Danton, Jean-Paul Marat, Maximilien Robespierre and Marquis de Lafayette
- the diverse revolutionary experiences of social groups and their responses to the challenges and changes to the conditions of everyday life, including bourgeoisie, parish priests and other clergy, urban workers in Paris, urban and rural women, peasants, the nobility and émigrés.

Russia

- the challenges the new regime faced in attempting to consolidate its power, including the dissolution of the Constituent Assembly, political opposition, the creation of the Sovnarkom, land redistribution, the Treaty of Brest-Litovsk, State Capitalism, the Civil War, War Communism, the Red Terror, the Polish Soviet War, the 1921 Famine and the Kronstadt Revolt
- the changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise their revolutionary ideals, including creation of the Sovnarkom, creation of the CHEKA, issuing of new decrees, State Capitalism, War Communism, the Treaty of Riga, the Tenth Party Congress (introduction of the NEP and Lenin’s ‘On Party Unity’) and the effects of the NEP
- the contribution of significant individuals that changed society including Lenin, Trotsky, Felix Dzerzhinsky and Alexandra Kollontai
- the diverse revolutionary experiences of social groups and their responses to the challenges and changes to the conditions of everyday life, including Aristocracy, peasants, Kulaks, workers, bourgeoisie, women and nationalities of the former Russian Empire.

China

- the challenges the new regime faced in attempting to consolidate its power, including the new political system, PLA, the implementation of Fanshen, Thought Reform, Sanfan and Wufan, a culture of spying and fear, the First Five-Year Plan and collectivisation and social improvements
- the changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise their revolutionary ideals, including the nature of political systems, the impacts of mass campaigns, the Hundred Flowers Campaign, The Great Leap Forward, ‘Three Bad Years’ (Famine), The Great Proletarian Cultural Revolution, the Cult of Mao, and the fall of Lin Biao (Lin Piao)
- the contribution of significant individuals that changed society, including Mao Zedong (Mao Tse-tung), Zhou Enlai (Chou En-lai), Peng Dehuai (P’eng Te-huai), Lin Biao (Lin Piao), Liu Shaoqi (Liu Shao-ch’i), and Jiang Qing (Chiang Ch’ing)
- the diverse revolutionary experiences of social groups and their responses to the challenges and changes to the conditions of everyday life, including peasants, women, intellectuals, business owners, workers, CCP Party Members, students and the Red Guards.

Key skills

- ask historical questions about the consequences of revolution to inform a historical inquiry
- analyse the consequences of revolution
- use primary sources as evidence to analyse the consequences of a revolution
- evaluate continuity and change in society as a consequence of the revolution
- evaluate the degree to which the revolutionary ideals were achieved or compromised
- compare a range of revolutionary experiences and perspectives to understand the change brought to society and how revolution affected people differently
- evaluate historical interpretations about the significant consequences of a revolution
- construct arguments about the consequences of revolution using primary sources and historical interpretations as evidence.

School-based assessment**Satisfactory completion**

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

Assessment of levels of achievement

The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework. School-assessed Coursework tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes *Advice for teachers* for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student's level of achievement. The score must be based on the teacher's assessment of the performance of each student on the tasks set out in the following table.

Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

| Outcomes | Marks allocated* | Assessment tasks |
|--|------------------|---|
| Unit 3 | | |
| Outcome 1 Analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements. | 50 | Each of the following four assessment tasks must be completed over Units 3 and 4: <ul style="list-style-type: none"> • a historical inquiry • an analysis of primary sources • an evaluation of historical interpretations • an essay. Teachers may choose the order of the assessment tasks. |
| Outcome 2 Analyse the consequences of revolution and evaluate the extent of change brought to society. | 50 | |
| Total marks | 100 | |

*School-assessed Coursework for Unit 3 contributes 25 per cent.

| Outcomes | Marks allocated* | Assessment tasks |
|--|------------------|---|
| Unit 4 | | |
| Outcome 1 Analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements. | 50 | Each of the following four assessment tasks must be completed over Units 3 and 4: <ul style="list-style-type: none"> • a historical inquiry • an analysis of primary sources • an evaluation of historical interpretations • an essay. Teachers may choose the order of the assessment tasks. |
| Outcome 2 Analyse the consequences of revolution and evaluate the extent of change brought to society. | 50 | |
| Total marks | 100 | |

*School-assessed Coursework for Unit 4 contributes 25 per cent.

External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.

Contribution to final assessment

The examination will contribute 50 per cent.

End-of-year examination

Description

The examination will be set by a panel appointed by the VCAA. All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

Conditions

The examination will be completed under the following conditions:

- Duration: two hours.
- Date: end-of-year, on a date to be published annually by the VCAA.
- VCAA examination rules will apply. Details of these rules are published annually in the [VCE and VCAL Administrative Handbook](#).
- The examination will be marked by assessors appointed by the VCAA.

Further advice

The VCAA publishes specifications for all VCE examinations on the VCAA website. Examination specifications include details about the sections of the examination, their weighting, the question format/s and any other essential information. The specifications are published in the first year of implementation of the revised Units 3 and 4 sequence together with any sample material.