

**Victorian Certificate of Education
2017**

HISTORY: REVOLUTIONS

Written examination

Wednesday 8 November 2017

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 24 pages, including **assessment criteria for the essay in Section B** on page 24
- 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.

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 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 colonial assemblies ... collectors' jobs for his friends.

Due to copyright restrictions,
this material is not supplied.

Source: Bruce Lancaster, *The American Revolution*,
Houghton Mifflin Company, Boston, 1987, pp. 29 and 30

¹**at loggerheads** – in dispute

²**flouted** – ignored

³**rife** – occurring frequently

⁴**Alleghenies** – part of the Appalachian Mountains

⁵**dead letter** – not enforced

Source 2

The Stamp Act differed ... colonists did not like it?

Due to copyright restrictions,
this material is not supplied.

Source: Edward Countryman, *The American Revolution*, Hill and Wang, New York, 1985, pp. 48 and 49

¹**pervasiveness** – widespread effect

²**forfeiture** – punishment or fine

Question 1 (20 marks)

- a. Using Source 1 and your own knowledge, outline the cause of tensions between Britain and the colonies. 5 marks
- b. Using Source 2 and your own knowledge, explain how the Stamp Act caused a tense situation in the colonies from 1765 to 1766. 5 marks
- c. Analyse the significance of the colonial response to British tax revenue Acts 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 economic conditions created challenges for the new regime. Use evidence to support your response.

Question 3 (10 marks)

Explain the divisions that arose over the ratification of the Constitution. 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

... the problem remains why ... the resistance of the privileged orders ...

Due to copyright restrictions,
this material is not supplied.

Source: Alfred Cobban, *A History of Modern France Volume 1: Old Régime and Revolution, 1715–1799*, Penguin Books, Harmondsworth, 1963, p. 262

¹**sacked** – stole from and destroyed

Source 2

It is one of the legends ... needs of the peasants.

Due to copyright restrictions,
this material is not supplied.

Source: George Rudé, *Revolutionary Europe 1783–1815*, Collins, London, 1964, pp. 98–100

¹**wreak** – undertake with force

²**summary** – prompt

³**razed** – destroyed

Question 1 (20 marks)

- a. Using both sources and your own knowledge, outline the importance of the peasants in the overthrow of the ‘privileged orders’. 5 marks
- b. Using Source 2 and your own knowledge, explain what contributed to the Great Fear. 5 marks
- c. Analyse the significance of the Great Fear as a cause of the Revolution. 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 the response of émigrés and of clergy to the changes brought about by the Revolution. Use evidence to support your response.

Question 3 (10 marks)

Explain the internal divisions that arose from 1793 over the aims of the Revolution. 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 expansion of the Great Russians, as they came to be known, continued until the late nineteenth century, by which time they represented a minority in the Empire, 44.3 percent of the total population of 122,666,500. True, other Slavic peoples were numerous: almost 18 percent were Ukrainians, over 6 percent were Poles, and slightly more than 4.5 percent were Belorussians, but at the time of the Revolution of 1917 these three minorities had developed their own cultures, and movements for political independence had gained considerable followings.

... The form of rule imposed on the minorities by the Tsars varied, but overall Russian officials governed with an iron hand¹, and that kind of rule became especially severe in the late nineteenth and early twentieth centuries, which helps to explain why the national question became so critical in 1917.

Source: Abraham Ascher, *The Russian Revolution: A Beginner's Guide*, Oneworld, London, 2014, p. 142

¹**iron hand** – with strength and authority

Source 2

... from a historical perspective ... such as the Finns and others.

Due to copyright restrictions,
this material is not supplied.

Source: Heinz-Dietrich Löwe, 'Russian Nationalism and Tsarist Nationalities Policies in Semi-Constitutional Russia, 1905–1914', in Robert B McKean (ed.), *New Perspectives in Modern Russian History: Selected Papers from the Fourth World Congress for Soviet and East European Studies, Harrogate, 1990*, Palgrave Macmillan, New York, 1992, pp. 250–277

Question 1 (20 marks)

- a. Using Source 1 and your own knowledge, outline why the ‘national question’ became so critical in 1917. 5 marks
- b. Using both sources and your own knowledge, explain the differences between the aspirations of the ‘minorities’ and Tsarist policy. 5 marks
- c. Analyse the significance of emerging non-Russian Nationalism as a cause of the Russian 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 Constituent Assembly was dismissed in January 1918. Use evidence to support your response.

Question 3 (10 marks)

Explain how the consequences of the Treaty of Brest-Litovsk challenged the new regime. 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

Mao's comments on peasant uprisings after a visit to Hunan in early 1927

Countless thousands of the enslaved – the peasants – are striking down the enemies who batted¹ on their flesh. What the peasants are doing is absolutely right; what they are doing is fine! ... Every revolutionary comrade should know that the national revolution requires a great change in the countryside. The Revolution of 1911 did not bring about this change, hence its failure. This change is now taking place, and it is an important factor for the completion of the revolution. Every revolutionary comrade must support it, or he will be taking the stand of counter-revolution.

... The rural areas need a mighty revolutionary upsurge, for it alone can rouse the people in their millions to become a powerful force.

Source: Mao Tse-Tung, 'Investigation of Peasant Movement in Hunan', in *Selected Works of Mao Tse-Tung: Volume 1*, Foreign Languages Press, Peking, 1965, pp. 27 and 28

¹**battered** – fed on

Source 2

Edgar Snow's comments in 1929, after visiting the peasants of Suiyuan during the northwest famine

"Why don't they revolt?" I asked myself. "Why don't they march in a great army and attack the scoundrels who can tax them but cannot feed them, who can seize their lands but cannot repair an irrigation canal? Or why don't they sweep into the great cities and plunder the wealth of the rascals who buy their daughters and wives, the men who continue to gorge on thirty-six-course banquets while honest men starve? Why not?"

... For a while I thought nothing would make a Chinese fight.

I was mistaken. The Chinese peasant was not passive; he was not a coward. He would fight when given a method, an organization, leadership, a workable program, hope—and arms.

Source: Edgar Snow, *Red Star Over China*, Victor Gollancz Ltd, London, 1968, p. 216

Question 1 (20 marks)

- Using Source 1 and your own knowledge, outline what Mao Zedong (Mao Tse-tung) realised in Hunan about peasant movements. 5 marks
- Using Source 2 and your own knowledge, explain the conditions necessary to make Chinese peasants revolt. 5 marks
- Analyse the significance of Mao Zedong's (Mao Tse-tung's) focus on the peasants in the development of the Revolution. 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 why Mao Zedong (Mao Tse-tung) began the Great Leap Forward. Use evidence to support your response.

Question 3 (10 marks)

Explain the contribution of Jiang Qing (Chiang Ch'ing/Madam Mao) to the Great Proletarian Cultural Revolution. 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 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 24.

Revolution	Page
America	14
France	16
Russia	20
China	22

America

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

Question 1 – Essay (20 marks)

‘Issues of Representative Government outweigh all other forces that drove the colonists to revolution.’

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

It was not the severe cold ... were fit for duty.

Due to copyright restrictions,
this material is not supplied.

Source: Robert Leckie, *George Washington's War: The Saga of the American Revolution*, HarperCollins, New York, 1992, pp. 434 and 435

¹**avarice** – greed

²**passed the buck** – avoided responsibility

³**commandeer** – seize

Source 2

The winter at Valley Forge in 1777–78 marked a major milestone in the tactical effectiveness of the Continental Army, largely due to the efforts of the rebels' Prussian drillmaster, Major General Friedrich von Steuben. Despite a shaky start, Washington's regulars performed better at Monmouth Courthouse than in most previous engagements, and the rebel coup against Stony Point the next year was particularly impressive. In January 1780 captive British ensign¹ Thomas Hughes saw a battalion of Continentals marching southward who "had good clothing, were well armed and showed more of the military in their appearance than I ever conceived American troops had yet attained." Months later Captain John Peebles made a similar observation on the surrendered rebel troops at Charleston: "They are a ragged, dirty-looking sort of people as usual, but [they have] more appearance of discipline than what we have seen formerly, and some of their officers [are] decent-looking men."

Source: Matthew H Spring, *With Zeal and with Bayonets Only: The British Army on Campaign in North America, 1775–1783*, University of Oklahoma Press, Norman, 2008, p. 278

¹**ensign** – low-ranking officer

Source 3

The 1911 painting below shows Baron von Steuben drilling troops at Valley Forge in 1778.



Source: Edwin Austin Abbey, *Baron von Steuben Drilling American Recruits at Valley Forge, 1778*, painting, 1911; in Hugh Bicheno, *Rebels & Redcoats: The American Revolutionary War*, HarperCollins, London, 2003, pp. 184 and 185

Question 2 (20 marks)

- a. Compare how Source 1 and Source 3 depict the experience of the Continental Army soldiers at 'Valley Forge'. 5 marks
- b. Using Source 2 and your own knowledge, explain the outcomes of 'Valley Forge' for the Continental Army soldiers. 5 marks
- c. Analyse the significance of the challenges faced by the Continental Army soldiers in consolidating the new regime. 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)

‘Privilege is the issue that outweighs all others as the cause of the French 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

The print below shows Marquis de Lafayette on his famous white charger. The print celebrates his appointment as commander of the Paris National Guard.



Source: unknown artist; in David L Dowd, *The French Revolution*, Cassell, London, 1966, p. 48

The words inside the circle in the print above say, ‘National Constitution and Confederation Paris, this 14 July 1790’. The words outside the circle say, ‘Mr De La Fayette, Deputy of the Senéchaussée de Riom in the National Assembly. Elected by acclamation: Commander General of the National Guard of Paris; In these treaties and in his life let uprightness and honour reign; Let Europe know his genius and the less fortunate people know his courage’.

Source 2

The image below is titled *La Fayette-Janus*¹, circa 1791.



Source: unknown artist, *La Fayette-Janus*, cartoon; in Musée Carnavalet, *La Révolution Française A Paris (The French Revolution in Paris)*, Paris-Musees, February 1989, p. 115

¹**Janus** – two heads facing opposite ways

In the image above, the text beside the figure's right face reads, 'The Man of the People', and that beside its left face reads, 'The Man of the Court'. The words on the bag ties include 'civil list' and 'opinions on men of colour'. The words on the page underneath the left foot include 'patriotism', 'liberty' and 'truth'. The words on the page next to the right foot include 'The Rights of Man' and 'Tennis Court Oath'.

Source 3

On October 5 ... Lafayette was in a quandary¹. As commandant of the National Guard he should stop the march ... but his popularity would suffer ... On the other hand, if any harm came to the king, he would be disgraced ... Finally his own men ... demanded to be led to Versailles ...

After the “October days” he conveniently forgot that his men had forced him to go to Versailles, and he saw himself as the saviour of the king and the nation. His ideals became clouded by ambition, by a vision of France ruled by the king under a liberal constitution with Lafayette as the real power behind the throne. He began to sacrifice his ideals to this dream ...

... the Cordeliers brought before the Assembly two petitions that demanded the removal of the king and the declaration of a republic ... They decided to hold a rally on the Champs de Mars on July 17 ...

... Bailly ordered the National Guard to break up the meeting ...

When Lafayette ... ordered the crowd to disperse, he was greeted with abuse and laughter ... Then, somewhere in the mass of people, a pistol barked², and the ball whined past Lafayette’s ear ... he snapped out the expected order ... and the National Guard opened fire ...

Lafayette, his popularity gone, was dismissed from his command, and Paris remained under martial³ law for weeks.

Source: David L Dowd, *The French Revolution*, Cassell, London, 1966, pp. 45, 46, 49, 50, 72, 73 and 75

¹**quandary** – difficult situation or dilemma

²**barked** – shot

³**martial** – military

Question 2 (20 marks)

- a. Compare how the visual features of Source 1 and Source 2 depict Marquis de Lafayette as a leader in the Revolution. 5 marks
- b. Using Source 3 and your own knowledge, explain why Lafayette lost popularity. 5 marks
- c. Analyse why opinions about Lafayette and other leaders changed during the consolidation of the regime. In your response, refer to the sources provided and other views. 10 marks

CONTINUES OVER PAGE

Russia

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

Question 1 – Essay (20 marks)

‘The direct intervention of workers and of peasants was the most important cause of the two Russian revolutions of 1917.’

To what extent do you agree?

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

Use the following sources to answer Question 2.

Source 1



Source: unknown artist, *What the October Revolution has given to working and peasant women*, lithograph, 1920, Gosizdat, Moscow; from Vintage Posters, <www.vintageposter.nl>

The caption to the poster from 1920 above says, ‘What the October Revolution has given to working and peasant women’. The words on the buildings say ‘library’, ‘cafeteria’, ‘workers’ club’, ‘school for adults’ and ‘house of mother and child’. The words on the stone blocks under the woman’s feet say ‘Land to the peasant’ and ‘Factories to the worker’.

SECTION B – continued

Source 2

The central women's section extended its lobbying efforts to the Eighth Congress of Soviets in late December 1920. Kollontai, as a member of the Soviet Executive Committee, proposed that the soviets make special efforts to find ways to involve women more in their work ... In line with this thinking Kollontai introduced a special motion at the congress on the need to include women in all levels of the economy and public sphere ... Finally, it directed the Central Executive Committee of the nation to develop new measures to cut back on the unproductive labor of women in the home and in the family so as to increase the supply of free labor available for the construction of the national economy and for the development of the productive forces of the labor republic.

Source: Elizabeth A Wood, *The Baba and the Comrade: Gender and Politics in Revolutionary Russia*, Indiana University Press, Bloomington and Indianapolis, 1997, p. 119

Source 3

Engels's views greatly ... appreciably to deteriorate.

Due to copyright restrictions,
this material is not supplied.

Source: Richard Pipes, *Russia under the Bolshevik Regime 1919–1924*, The Harvill Press, London, 1997, p. 330

Question 2 (20 marks)

- a. Compare how Source 1 and Source 3 depict the experiences of women in the new regime. 5 marks
- b. Using Source 2 and your own knowledge, explain the role of Alexandra Kollontai in the new regime. 5 marks
- c. Analyse the experiences of women in the new regime. In your response, use 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 actions of the Red Army towards the Chinese people were the key reason for the success of the Chinese Communist Party by 1949.’

Discuss.

Consequences of revolution – The Chinese Revolution from 1949 to 1971

Use the following sources to answer Question 2.

Source 1

The photograph below shows Comrade Liu Shaoqi (Liu Shao-ch’i) chatting with passengers on the train during an inspection tour in 1958.



Source: unknown photographer, ‘Comrade Liu Shaoqi chatting with passengers on the train during an inspection tour in 1958’, *China Pictorial*, no. 5, 1980, p. 11

Source 2

After the liberation of the country, the big scab¹ Liu Shao-chi [Liu Shaoqi/Liu Shao-ch'i] made use of the Party and government power he had usurped² and stood completely on the side of the bourgeoisie to urge 'the capitalists to struggle against the workers.' He always opposed Chairman Mao's great teachings on carrying out large-scale mass movements in the factories and mines ... and stifled³ them in every way. Under the signboard of 'scientific management,' he controlled and punished the workers and advocated the enforcement of capitalist discipline. When the storm of the great proletarian cultural revolution approached, Liu Shao-chi [Liu Shaoqi/Liu Shao-ch'i] hastily dished out⁴ the bourgeois reactionary line to suppress the revolutionary masses and launched [an] attack against the revolutionaries in a vain attempt to put down the great proletarian cultural revolution ... personally initiated by Chairman Mao.

Source: 'Big Scab Liu Shao-chi is the Mortal Foe of the Working Class', *Beijing Review*, 10 January 1969, in Alan Lawrance, *China Since 1919 – Revolution and Reform: A Sourcebook*, Routledge, London and New York, 2004, p. 201

¹**scab** – a person who is looked down upon because they are thought to be disloyal

²**usurped** – seized

³**stifled** – held back

⁴**dished out** – stated

Source 3

On May 31, [1961] ... Liu made an emotional plea, at a leadership gathering, for the Central Committee of the Communist Party to take responsibility for the disasters and errors of the past three years ... in January 1962, Communist cadres gathered ... [at] the Seven Thousand Cadres Conference ... it marked a turning point in the history of the Great Famine in China. At the conference Liu Shaoqi [Liu Shao-ch'i] gave a three-hour presentation ... He repeated a local assessment of the famine as "three-tenths natural calamity and seven-tenths man-made." And he openly addressed a number of problems of the past few years and challenged the "nine fingers to one" expression—Mao's favorite phrase to describe the achievements of the Great Leap Forward as greater than its setbacks.

Source: Zhou Xun (ed.), *The Great Famine in China, 1958–1962: A Documentary History*, Yale University Press, New Haven and London, 2012, pp. 162 and 163

Question 2 (20 marks)

- a. Compare how Source 1 and Source 2 depict Liu Shaoqi (Liu Shao-ch'i). 5 marks
- b. Using Source 3 and your own knowledge, explain the contribution Liu Shaoqi (Liu Shao-ch'i) made to improving conditions in China in the early 1960s. 5 marks
- c. Analyse why opinions about Liu Shaoqi (Liu Shao-ch'i) changed during the Great Proletarian Cultural Revolution. 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

END OF QUESTION BOOK

