HISTORY: Revolutions
2017 practice examination

Date:
Reading time: (15 minutes)
Writing time: (2 hours)

QUESTION BOOK

Structure of book

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• 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 book of 24 pages, including assessment criteria for the essay in Section B on page 24.
• Answer book of ** 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 and your name in the space provided on the front cover of the answer book.
• Indicate in the answer book the revolution that 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.
## 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. 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.

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America

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

Use the following sources to answer Question 1

Source 1
Daniel Dulany, a Maryland politician, writing in response to the Stamp Act:

The English argue that they can tax us because they tax other Englishmen who cannot send representatives to Parliament. I shall prove that argument is false. The virtual representation argument is like a spider web, it will catch the weak but not the strong… Not a single voter in England might be affected by a tax that he chooses to put on the colonies. Once he has learned that he can shift the burden of some of his taxes onto the colonies, he can shift the burden of all of his taxes onto them. He can make the colonies pay the entire cost of the English government, without affecting any friend, relative or neighbour… We already pay a good deal to England by restrictions on our trade, manufacturing and shipping. These are indirect taxes that we are paying. But we cannot allow England to lay a direct tax on us.

Daniel Dulany, Considerations on the Propriety of Imposing Taxes in the Colonies, 1765

Source 2
Historian Alan Axelrod on the rising colonial tensions of the mid 1760s:

For most colonists, the new laws [Navigation Acts, Sugar Act and Stamp Act], especially as heaped upon the old, were all just too much. Burdensome in themselves, the duties came at an economic low point for the colonies, which were being beaten down by a business recession in the aftermath of the French and Indian War. This was bad – even ruinous for many – yet few colonists objected, at least in principle, to taxation. What really rankled was being taxed without the benefit of parliamentary representation. In fact, this issue steadily emerged as the central cause of the Revolution.

Axelrod, The Real History of the American Revolution, 2007, p.44

Question 1 (20 marks)

a. Using both sources, outline how American colonists responded to British revenue policies of the 1760s.  
5 marks

b. Using both sources and your own knowledge, explain how the doctrine of “virtual representation” contributed to the development of revolution in America.  
5 marks

c. Evaluate how changing perceptions of the British parliament contributed to revolutionary sentiment in colonial America. In your response, refer to the sources provided and other views.  
10 marks

© Alpha History 2017. Distribution restrictions apply.
Consequences of revolution – American Revolution from July 4th 1776 to 1789

Question 2 (10 marks)
Explain how military disorganisation and defeats between July 1776 and 1778 threatened the survival of the new regime. Use evidence to support your response.

10 marks

Question 3 (10 marks)
Explain how the revolutionaries responded to the problem of political and economic disunity between July 1776 and 1789. Use evidence to support your response.

10 marks
France

Causes of revolution – French Revolution from 1774 to October 1789

Use the following sources to answer Question 1

Source 1
This image appeared in France in 1789. The translated text reads “This time, justice is on the side of the strongest”:

![Image](image_url)

*Cette fois ci, la justice est du côté du plus fort, c.1789*

Source 2
The late 19th century English historian Lord Acton wrote of the events of 1789:

The condition of France alone did not bring about the overthrow of the monarchy and the convulsion that ensured. For the sufferings of the people were not greater than they had been before; the misgovernment and oppression were less… But the confluence [meeting] of French theory with American example caused the Revolution to break out, not in an excess of irritation and despair, but in a moment of better feeling between the nation and the king… The Estates-General were convoked because there was no other way of obtaining money for the public need. The deficit was a record of bad government, and the first practical object was the readjustment of taxes… But the great body of the people had borne their trouble in patience. They possessed no recognised means of expressing sentiments. There was no right of public meeting, no liberty for the periodical press… The feelings that stirred the multitude did not appear, unless they appeared in the shape of disorder.

Question 1 (20 marks)

a. Using Source 1 and your own knowledge, outline the main political ideas of the revolutionaries in 1789.
   5 marks

b. Using both sources and your own knowledge, explain the conditions and factors that caused tension between the Three Estates.
   5 marks

c. Analyse the significance of the American Revolution as a cause of the French Revolution. In your response, refer to the sources provided and other views.
   10 marks

Consequences of revolution – French Revolution from October 1789 to 1795

Question 2 (10 marks)

Explain how the political clubs and factions within the National Convention contributed to the development of the new society. Use evidence to support your response.

10 marks

Question 3 (10 marks)

Explain how economic pressures, particularly the demand for cheaper food, contributed to the development of the new society. Use evidence to support your response.

10 marks
Russia

Causes of revolution – Russian Revolution from 1896 to October 1917

Use the following sources to answer Question 1

Source 1
This cartoon appeared in American newspapers in April 1917:

![Cartoon Image]

Source 2
American journalist John Reed wrote of the Provisional Government:

The policy of the Provisional Government alternated between ineffective reforms and stern repressive measures. An edict from the socialist minister of labour [Kerensky] ordered all the Workers’ Committees to meet only after working hours. Among the troops at the front, agitators of opposition political parties were arrested, radical newspapers were closed down, and capital punishment applied to revolutionary propagandists. Attempts were made to disarm the Red Guard. Cossacks were sent to keep order in the provinces… Week by week food became scarcer. The daily allowance of bread fell from a pound-and-a-half to a pound, then three-quarters of a pound, half a pound and a quarter-pound. Towards the end of the week there was no bread at all… For milk and bread and sugar and tobacco, one had to stand in a queue. Coming home from an all-night meeting, I have seen the tail [of a queue] beginning to form before dawn, mostly women, some with babies in their arms.

John Reed, Ten Days that Shook the World, 1919

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**Question 1 (20 marks)**

a. Using Source 1 and your own knowledge, outline the challenges faced by the Provisional Government in 1917.  

   5 marks

b. Using the sources provided and your own knowledge, explain why the Provisional Government lost the support of the people between March and October 1917.  

   5 marks

c. Analyse the significance of the Provisional Government and its leaders as a cause of the October Revolution. In your response, refer to the sources provided and other views.  

   10 marks

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

**Question 2 (10 marks)**

Explain how reforms to the rights and status of women influenced the development of the new society in Russia. Use evidence to support your response.

**Question 3 (10 marks)**

Explain how Lenin’s illness and death affected the development of the new society in Russia. Use evidence to support your response.
China

Causes of revolution – Chinese Revolution from 1912 to October 1949

Use the following sources to answer Question 1

Source 1
In early 1915 an American newspaper published this report on President Yuan Shikai:

The servant of the people now becomes the 'Son of Heaven'. The President of the Republic, not entirely satisfied with the democratic honours of his earthly position, now seeks a foothold in Heaven, where he hopes to pluck celestial honours and twin them around his unsatisfied brow.

In other words Yuan Shikai, President of the Republic of China, by grace of his strong right arm and an unflagging ruthlessness, has now become the head of the Chinese state religion of Confucianism.

In the capital city of Peking on December 23rd, President Yuan Shikai appeared before the Altar of Heaven in the Chinese city at sunrise and there revived the worship of Heaven at the winter solstice. It was the first time this worship has been observed since the fall of the Manchu Qing dynasty in 1911.

In this the president of the Republic took upon himself a function and a rite which in the past always has been reserved to the Emperor of China in his capacity as 'Son of Heaven'. The president worshipped at the famous circular altar, the most important of all Chinese religious structures...

Yuan had the permission of the Chinese parliament to conduct this worship. He was given the right to worship both Heaven and Confucius in an official capacity. To all practical purposes a state religion has now been founded in China... And as for Yuan, it brings him one step nearer to permanent occupancy of the throne of China.

“Son of Heaven now, what honor next for Yuan Shikai?”, Washington Herald, January 24th 1915

Source 2
The historian Immanuel Hsu wrote of the early republic in China:

The rise of the republic was an epochal event in Chinese history, for it brought an end to more than two thousand years of imperial dynasties. China no longer belonged to any ‘Son of Heaven’ or any imperial family but to all the people… Yet the revolution was an incomplete one with many unfortunate repercussions, much to the chagrin of Sun. Most of his followers devoted themselves to the overthrow of the Manchus and the establishment of the republic [but] few paid attention to the more important task of democratic reconstruction and the problem of the people’s livelihood... Of the Three People’s Principles, they discarded the second and third totally and accepted only part of the first — nationalism against the alien Manchu rule — without realising that after the establishment of the republic they must continue to struggle against foreign imperialism. They ignored Sun’s three-stage revolutionary program altogether. Their readiness to cooperate with the old elements, and their favourable treatment of the deposed emperor, paved the way for future warlordism and attempts to revive the imperial system...

Immanuel Hsu, The Rise of Modern China, 2000, p.475
Question 1 (20 marks)

a. Using Source 1 and your own knowledge, outline how Yuan Shikai shaped the development of revolutionary China from 1912.

5 marks

b. Using Source 2 and your own knowledge, explain how Sun Yixian (Sun Yat-sen) and his followers hoped to create a new Chinese nation.

5 marks

c. Analyse why the early Chinese republic collapsed into warlordism. In your response, refer to the sources provided and other views.

10 marks

Consequences of revolution – Chinese Revolution from October 1949 to 1971

Question 2 (10 marks)

Explain how the new regime attempted to industrialise China and increase agricultural productivity. Use evidence to support your response.

Question 3 (10 marks)

Explain how the Great Proletarian Cultural Revolution restored Mao’s power and affected the lives of the Chinese people. Use evidence to support your response.
SECTION B – Revolution two

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Instructions for Section B

Indicate in the answer book the revolution you have chosen for Section B by shading the relevant box.
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.
Your response to the essay in Section B will be assessed according to the criteria set out on Page 24.
America

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

Question 1 – Essay (20 marks)

“The American revolutionaries were motivated by ideas rather than an oppressive old regime.”

To what extent do you agree with this view?

Consequences of revolution – American Revolution from July 1776 to 1789

Use the following sources to answer Question 2

Source 1

This image was published in a New Hampshire newspaper in mid 1788:

“The Ninth PILLAR erected!

“The Ratification of the Conventions of nine States, shall be sufficient for the establishment of this Constitution, between the States so ratifying the same.” Art. vi.

INCIPIENT MAGNI PROCEDERE MENSES.

“If it is not up, The Attraction must be irrevocable

it will rise.

“The Ninth PILLAR erected!”, New Hampshire Spy, June 24th 1788

“INCIPIENT MAGNI PROCEDERE MENSES” = “Great months begin”
Source 2
George Washington, writing about the ratification of the proposed Constitution:

I mentioned the accession of Maryland to the proposed government... Since which the Convention of South Carolina has ratified the Constitution by a great majority. [The assembly] of this State has been setting almost three weeks and so nicely does it appear to be balanced... I am inclined to believe it will be in favour of the adoption. The Convention of New York and New Hampshire assemble both this week. A large proportion of members, with the Governor at their head, in the former are said to be opposed to the [proposed] government... New Hampshire it is thought will adopt it without much hesitation or delay...

When the people shall find themselves secure under an energetic government, when foreign nations shall be disposed to give us equal advantages in commerce from dread of retaliation, when the burdens of the war shall be in a manner done away by the sale of western lands, when the seeds of happiness which are sown here shall begin to expand themselves, and when every one (under his own vine and fig tree) shall begin to taste the fruits of freedom—then all these blessings (for all these blessings will come) will be [attributed to] the fostering influence of the new government.

Letter from George Washington to the Marquis de Lafayette, June 18th 1788

Question 2 (20 marks)

a. Using Source 1 and your own knowledge, outline the process by which the United States Constitution was ratified into law in 1787-88.

5 marks

b. Using Source 2 and your own knowledge, explain how Federalists believe the new Constitution would improve the lives of Americans.

5 marks

c. Analyse why the new Constitution was eventually accepted and ratified into law. In your response, refer to the sources provided and other views.

10 marks

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France

Causes of revolution – French Revolution from 1774 to October 1789

Question 1 – Essay (20 marks)

“Ineffective government and a discredited monarchy were the driving factors behind revolution in France.”

To what extent do you agree with this view?

Consequences of revolution – French Revolution from October 1789 to 1795

Use the following sources to answer Question 2

Source 1

This representation of Parisian sans culottes was produced in Britain in 1794:

*A Paris Beau and A Paris Belle, James Gillray, London, 1794*

*Beau* = French for handsome man  
*Belle* = French for beautiful woman
Source 2
Historian R. B. Rose on the *sans culottes*:

By the summer of 1793 the *sans culotte* militant was recognised by contemporaries as a new and distinctive product of the Revolution… Neither the *sans culottes* nor the *sans culotte* movement existed in 1789. Both were created, as was the name itself, by the Revolution, between 1789 and 1793.


Source 3
Historian Albert Soboul on the *sans culottes*:

If we are to attempt to discern the social characteristics of the *sans-culottes*, it is important first to draw attention to the manner in which they defined themselves…
Ostensibly, the *sans-culottes* were recognisable by their costume, which set them apart from the upper strata of the former Third Estate…
Costume was accompanied by particular social behaviour… The *sans-culottes* refused to adopt a subordinate [inferior] position in social relations… It was difficult, therefore, for any person of the old regime to find favour in their eyes, even when there was no specific charge against him…
The *sans-culottes* tolerated neither pride nor disdain; those were aristocratic sentiments contrary to the spirit of fraternity that existed between equal citizens and implied a hostile political stand toward democracy, as practiced by the *sans-culottes* in their general assemblies and in their popular societies.

Albert Soboul, *The Sans-Culottes*, 1972

Question 2 (20 marks)

a. Using Sources 1 and 2 and your own knowledge, outline the types of people who made up the *sans culottes* during the new regime.

5 marks

b. Using the sources provided and your own knowledge, explain the ideas and grievances of the *sans culottes*.

5 marks

c. Analyse the causes of tension and violence in Paris during the new regime. In your response, refer to the sources provided and other views.

10 marks
Russia

Causes of revolution – Russian Revolution from 1896 to October 1917

Question 1 – Essay (20 marks)

“The Russian Revolution was caused by Tsarist Russia’s incapacity for war.”

To what extent do you agree with this view?

Consequences of revolution – Russian Revolution from October 1917 to 1927

Use the following sources to answer Question 2

Source 1
In mid 1917 the Provisional Government set guidelines for the election of a Constituent Assembly:

The Constituent Assembly shall be formed by members of the population on the basis of universal and equal suffrage, without distinction as to sex, by means of direct elections and secret ballot, using the principle of proportional representation…

The right to participate in elections to the Constituent Assembly shall be enjoyed by citizens of Russia of both sexes, who have reached the age of 20 by the day of the elections…

Members of the former ruling house in Russia may neither elect nor be elected to the Constituent Assembly.

Throughout the Russian State, military personnel belonging to military units… shall take part in the elections together with the population of those election districts where these units are located.

Provisional Government ukase on electoral law, July 20th 1917

Source 2
One day after the dissolution of the Constituent Assembly, the Central Committee passed this decree:

At its very inception the Russian Revolution produced the Soviets of Workers’, Soldiers’ and Peasants’ Deputies as the only mass organisation of all the working and exploited classes capable of leading the struggle of these classes for their complete political and economic liberation… The Constituent Assembly, elected on the basis of electoral lists drawn up prior to the October Revolution, was an expression of the old political forces… The October Revolution, by giving power to the Soviets, and through the Soviets to the working and exploited classes, aroused the desperate resistance of the exploiters… The working classes learned by experience that the old bourgeois parliamentary system had outlived its purpose and was completely incompatible with the aim of achieving socialism…

All-Russian Central Executive Committee decree, January 19th 1918
Source 3
This image was produced in Russia in 1918:

![Cartoon image of the Constituent Assembly](image)

Viktor Deni, *Constituent Assembly*, 1918

Question 2 (20 marks)

a. Using Source 1 and your own knowledge, outline the composition of the Constituent Assembly.
   5 marks

b. Using the sources provided and your own knowledge, explain Bolshevik ideas and attitudes to the Constituent Assembly.
   5 marks

c. Analyse the significance of the Constituent Assembly and its fate in the development of the new regime. In your response, refer to the sources provided and other views.
   10 marks

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China

Causes of revolution – Chinese Revolution from 1912 to October 1949

Question 1 – Essay (20 marks)

“Mao Zedong’s assumption of leadership during and after the Long March was the pivotal factor in the success of the Chinese Revolution.”

To what extent do you agree with this view?

Consequences of revolution – Chinese Revolution from October 1949 to 1971

Use the following sources to answer Question 2

Source 1

This poster was produced and circulated in China in mid 1958:

“Bring every positive factor into play, correctly handle contradictions among the people”

Central Industrial Arts College, June 1958

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Source 2
Mao Zedong on the Hundred Flowers campaign:

A hundred flowers are blooming, and I think they should continue to bloom. Some comrades think that we can only let the fragrant flowers bloom, and not the poisonous weeds. This point of view shows that they really understand very little about the principle of letting a hundred flowers bloom and a hundred schools contend… Two things grow in the field; one is grain, the other is weeds. Weeds have to be dug up every year, several times a year. If you say that we want only the fragrant flowers to bloom and not the poisonous weeks, then that’s equivalent to saying that there can only be grain growing in the field.

Mao Zedong speech at the Supreme State Conference, March 1957

Source 3
Historians Bonnie McDougall and Kam Louie on the Hundred Flowers period:

The purpose of the Hundred Flowers campaign was not simply to enliven literary production. Its chief aim was to throw light on problems within the Party by people on the outside. It is debateable how aware the Party leadership was of the risks they were taking in inviting comment. Certainly they were taken aback at the vigour of the response… Party officials had never before been subjected to so much scrutiny.


Question 2 (20 marks)

a. Using Source 1 and your own knowledge, outline how the new regime encouraged public criticism during the Hundred Flowers movement.

b. Using the sources provided and your own knowledge, explain how Chinese people responded to Mao’s call to “let a hundred flowers bloom, let a hundred schools of thought contend”.

c. Analyse the outcomes of the Hundred Flowers campaign and its implications for the Chinese people. In your response, refer to the sources provided and other views.

END OF SECTION B

TURN OVER
Assessment criteria

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