



Victorian Certificate of Education

2009

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER

Figures

Words

Letter

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Section A

☐

America

☐

France

☐

Russia

☐

China

Section B

☐

America

☐

France

☐

Russia

☐

China

HISTORY: Revolutions

Written examination

Thursday 12 November 2009

Reading time: 11.45 am to 12.00 noon (15 minutes)

Writing time: 12.00 noon to 2.00 pm (2 hours)

QUESTION AND ANSWER BOOK

Structure of book

Section	Number of questions	Number of questions to be answered	Number of marks
A Part 1	2	2	20
Part 2	1	1	20
B Part 1	1	1	20
Part 2	1	1	20
			Total 80

- 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 44 pages.
- Additional space is available at the end of the book if you need extra paper to complete an answer.

Instructions

- Write your **student number** in the space provided above on this page.
- Indicate the revolution you have chosen for Section A and the revolution you have chosen for Section B in the spaces provided above on this page. You must **not** choose the same revolution for both sections.
- All written responses must be in English.

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 on the front cover of this book the revolution you have chosen for Section A.

Answer all questions (Part 1 and Part 2) for this revolution in this section.

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

Parts 1 and 2

Revolution	Page
America.....	3
France.....	8
Russia.....	13
China.....	18

Part 1 – Revolutionary ideas, leaders, movements and events

Provide evidence to support your answer.

[illegible]

SECTION A – continued
TURN OVER

Question 2

Using three or four points, explain how the writings of Thomas Jefferson contributed to a revolutionary situation in the American colonies by 1776.

Provide evidence to support your answer.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

10 marks

Part 2 – Creating a new society

America [1776–1789]

Question 3

Eric Foner writes of the new ideas about freedom, equality and political rights in *The Story of American Freedom*, pp. 16–17.

A stunning repudiation of imperial authority, the Revolution also unleashed challenges to inherited structures of power at home. The real revolution, [Thomas] Paine would write, was intellectual: “We see with other eyes; we hear with other ears; and think with other thoughts, than those we formerly used.” In rejecting the crown¹, as well as the principle of hereditary aristocracy, many Americans also rejected the very idea of human inequality and the society of privilege, patronage, and fixed status that these venerable traditions embodied. Jefferson’s seemingly matter-of-fact assertion in the Declaration—“all men are created equal”—announced a truly radical principle, whose full implications no one could anticipate . . . Henceforth, American freedom would be inextricably linked with the idea of equality (at least for those within the circle of free citizens): equality before the law, equality in political rights, equality of economic opportunity, and, for some, equality of condition . . . In the end, the Revolution did not undo the obedience to which male heads of household were entitled from their wives, children, employees, and slaves. For free men, however, the democratization of freedom was dramatic, and nowhere more so than in challenges to the traditional limitation of political participation to those who owned property . . . Those who during the Revolution demanded annual elections and an expansion of the right to vote envisioned not simply severing the link between property and suffrage but a redefinition of “property” itself. By the end of the revolutionary era, the concept of property had expanded to include rights and liberties as well as physical possessions . . . The idea that property included ownership of one’s self helped to democratize the political nation. If all persons had a property in their rights, then there was no logical reason why all should not participate in government.

¹ rejecting the crown – rejecting British monarchy and rule

- a. Name two forms of equality that Foner argues Americans understood freedom to mean after the Revolution.

i. _____

ii. _____

2 marks

- b. Name two groups that Foner suggests did not benefit from the ‘democratization of freedom’.

i. _____

ii. _____

2 marks

- c. Using your own knowledge and the extract, explain how the argument in the Declaration of Independence that ‘all men are created equal’ was used by Americans to argue for significant changes to the structure of power in the new society.

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6 marks

- In your response refer to different views of the Revolution.

[illegible]

10 marks

France

Part 1 – Revolutionary ideas, leaders, movements and events

France [1781–4 August 1789]

Question 1

Using three or four points, explain how the consequences of France's involvement in the American War of Independence contributed to the development of the Revolution from 1783 to 1789.

Provide evidence to support your answer.

[illegible]

10 marks

Using three or four points, explain how the actions and role of the Parlement of Paris contributed to a revolutionary situation in 1787 and 1788.

[illegible]

SECTION A – continued
TURN OVER

Part 2 – Creating a new society

France [5 August 1789–1795 Dissolution of the Convention]

Question 3

George Rudé writing about the centralisation of government in 1793 in *The French Revolution* pp. 100,101,103,105.

... the system of government that took legislative shape in the law of 4 December 1793 – a system, it should be noted, that was as readily accepted by the Plain as by the Mountain – was the product of neither Rousseau nor Montesquieu. While deriving their authority solely from the Convention, the two Committees of General Security and Public Safety were vested with full executive powers. The first was made responsible for police and internal security: thus the Revolutionary Tribunal and the work of the local vigilance and ‘revolutionary’ committees were to be its special province. The Committee of Public Safety was given far more extensive powers: to control ministers, appoint generals, conduct foreign policy and to purge and direct local government. In fact, the transfer of authority and the centralization of government were effected at the expense not so much of the Convention as of the departments and communes . . . While both the Plain and Mountain now favoured strong government to destroy the Revolution’s enemies and win the war, the *sans-culottes* clung to the discarded Constitution of 1793. They passionately believed that popular sovereignty was essentially vested in the primary assemblies, and therefore in the Paris sections, and they demanded the frequent recall and constant accountability of deputies to their constituents. Such being their views, they could hardly fail to challenge the Jacobins’ claims that, ‘for the duration’, the Convention and the leading Committees should be the sole custodians and executors of the ‘general will’ . . .

The *sans-culottes*, thus politically silenced, were further estranged by the government’s economic measures . . . In late March, an amended Maximum was published providing for higher prices and profit margins, currency speculators were allowed to show their faces again, and the *assignat* had, by July, slipped back to 36 per cent of its nominal value. So the agitation in the markets revived and the Jacobin leaders got their share of the epithets¹ hurled at merchants, speculators and shopkeepers.

¹ epithets – insults

a. Identify two responsibilities of the Committee of General Security.

i. _____

ii. _____

2 marks

b. Identify two powers of the Committee of Public Safety.

i. _____

ii. _____

2 marks

- c. Using your own knowledge and the extract, explain the circumstances which gave rise to the implementation of the system of government that was shaped by the law of 4 December 1793.

6 marks

- d. Evaluate to what extent the extract presents a reliable view of the reasons the Jacobin government became unpopular from December 1793 until the fall of Robespierre.

In your response refer to different views of the Revolution.

[illegible]

10 marks

Part 1 – Revolutionary ideas, leaders, movements and events

Provide evidence to support your answer.

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SECTION A – continued
TURN OVER
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Question 2

Using three or four points, explain how Lenin's 'April Theses' contributed to the development of the October Revolution of 1917.

Provide evidence to support your answer.

[illegible]

10 marks

Part 2 – Creating a new society

Russia [November 1917–1924 death of Lenin]

Question 3

V I Lenin introduces the New Economic Policy, April 1921

in Lenin ‘The Tax in Kind’, April 1921, *Selected Works*, Vol. II, book 2, pp. 540–44; 565–66.

. . . The most urgent thing at the present time is to take measures that will immediately increase the productive forces of peasant farming. Only in *this way* will it be possible to improve the conditions of the workers and strengthen the alliance between the workers and peasants, to strengthen the dictatorship of the proletariat . . . Thus, the first thing required is immediate and serious measures to raise the productive forces of the peasantry. This cannot be done without a serious modification of our food policy. Such a modification was the substitution of the surplus-appropriation system by the tax in kind, which implies free trade, at least in local economic exchange, after the tax has been paid . . .

The tax in kind is one of the forms of transition from that peculiar “War Communism,” which we were forced to resort to by extreme want, ruin and war, to the proper socialist exchange of products . . . The essence of this peculiar “War Communism” was that we actually took from the peasant all the surplus grain — and sometimes even not only surplus grain, but part of the grain the peasant required for food — to meet the requirements of the army and sustain the workers . . . It was a temporary measure. The correct policy . . . is to obtain grain in exchange for the manufactured goods the peasant requires. Only such a food policy corresponds to the tasks of the proletariat; only such a policy can strengthen the foundations of Socialism and lead to its complete victory . . .

The effect will be the revival of the petty bourgeoisie and of capitalism on the basis of a certain amount of free trade, (if only local). This is beyond doubt. It would be ridiculous to shut our eyes to it.

The question arises: Is it necessary? Can it be justified? Is it not dangerous?

. . . What is to be done? Either to try to prohibit entirely . . . all development of private, nonstate exchange, i.e., trade, i.e., capitalism, which is inevitable amidst millions of small producers . . . Or . . . not to try to prohibit, or put the lock¹ on development of capitalism, but to try to direct it into the channels of *state capitalism* . . . Can the Soviet state, the dictatorship of the proletariat, be combined, united with state capitalism? Are they compatible? Of course they are.

¹ lock – stop

a. Identify two goals of the New Economic Policy introduced by Lenin in 1921.

i. _____

ii. _____

2 marks

b. Identify two ways in which Lenin argues that the peasants would benefit from the introduction of the New Economic Policy.

i. _____

ii. _____

2 marks

- [illegible]

SECTION A – Question 3 – continued
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- In your response refer to different views of the Revolution.

[illegible]

SECTION A – continued
TURN OVER

China

Part 1 – Revolutionary ideas, leaders, movements and events

China [1898–1949]

Question 1

Using three or four points, explain how Mao Zedong's shaping of Marxism to fit the Chinese situation during the Jiangxi Soviet contributed to the development of the Revolution from 1928–1934.

Provide evidence to support your answer.

[illegible]

10 marks

Using three or four points, explain how the events of 1908 to 1911 contributed to the development of a revolutionary situation by 1911.

[illegible]

SECTION A – continued
TURN OVER

Part 2 – Creating a new society

China [1949–1976 death of Mao]

Question 3

J D Spence writing about the Launch of the Cultural Revolution in *The Search for Modern China*, pp. 574, 575.

In early August 1966, the Central Committee issued a directive of sixteen points on the Cultural Revolution, calling for vigilance against those who would try to subvert the revolution from within. Still there were enough cooler heads¹ in office for a sentence to be inserted suggesting that debates “be conducted by reasoning, not by coercion or force,” and that “special care” be taken of scientists and technical personnel. But as August drew on, Mao Zedong, from a stand atop the Tiananmen gate, entrance to the former imperial Forbidden City in Peking, began to review gigantic parades of chanting Red Guards, all waving their copies of his little red book of quotations. Initially composed largely of students from elite schools, the Red Guard ranks were now swelled² by other disaffected and frustrated students, and by those from the provinces drawn by the revolutionary rhetoric and their reverence for Mao as father of the revolution. Lin Biao heightened the public euphoria with his own declarations. “Chairman Mao is the most outstanding leader of the proletariat in the present era and the greatest genius in the present era,” Lin told a Red Guard rally on August 18. What Mao had done was to create “a Marxism-Leninism for remoulding the souls of the people.” By the end of August, Lin had developed a formulaic description of Mao as “our great teacher, great leader, great supreme commander and great helmsman” that became standard usage in China.

In the autumn and winter of 1966, the struggles grew deeper and more bitter, the destruction and loss of life more terrible. With all schools and colleges closed for the staging of revolutionary struggle, millions of the young were encouraged by the Cultural Revolution’s leaders to demolish the old buildings, temples, and art objects in their towns and villages, and to attack their teachers, school administrators, party leaders, and parents . . . The leaders of the Cultural Revolution called for a comprehensive attack on the “four old” elements within Chinese society—old customs, old habits, old culture, and old thinking—but they left it to local Red Guard initiative to apply these terms.

¹ cooler heads – sensible people

² swelled – increased

a. Identify from the extract two instructions about how debate should be conducted.

i. _____

ii. _____

2 marks

b. Identify from the extract two groups of young people who were members of the Red Guard.

i. _____

ii. _____

2 marks

- c. Using your own knowledge and the extract, explain the significance of the Red Guard during the Cultural Revolution 1966–1976.

6 marks

- d. Evaluate the usefulness of the extract in understanding the reasons for the launching of the Cultural Revolution in 1966.

In your response refer to different views of the period 1966–1976.

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10 marks

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

Indicate on the front cover of this book the revolution you have chosen for Section B.

Answer all the questions (Part 1 and Part 2) for this revolution in this section.

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

Part 1

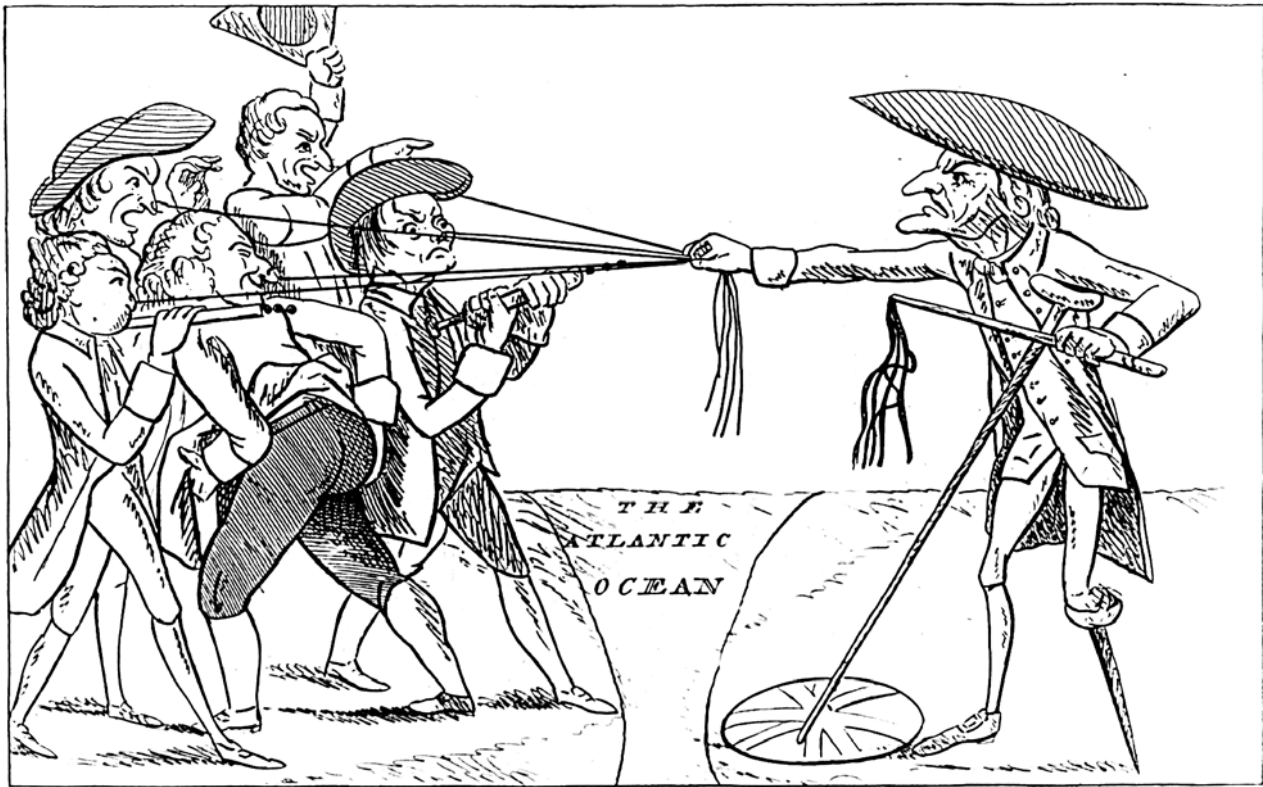
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America

Part 1 – Revolutionary ideas, leaders, movements and events

Question 1

America [1763–1776]



*Poor Old England endeavouring to reclaim his wicked American Children
— And thereupon is England maim'd & forced to go about with a Staff*

Poor Old England endeavouring to reclaim his wicked American children—And thereupon is England maim'd & forced to go about with a staff [crutch]

Matthew Darly, London, 1777.

a. Identify the two groups symbolised by the figures in the cartoon.

i. _____

ii. _____

2 marks

b. Identify two features in the cartoon which portray England as being damaged by the potential loss of its American colonies.

i. _____

ii. _____

2 marks

- c. Using your own knowledge and the representation, explain the significance of the British attitudes criticised by this cartoon.

6 marks

- d. Evaluate to what extent this cartoon provides an accurate representation of the tensions between the American colonists and the British Parliament between 1770 and 1775.

In your response refer to different views of the nature of those tensions.

[illegible]

10 marks

France

Part 1 – Revolutionary ideas, leaders, movements and events

Question 1

France [1781–4 August 1789]

Simon Schama, writing about the night of 4 August 1789
in *Citizens A Chronicle of the French Revolution*, pp. 437, 441.

It was a mixture of apprehension and demonstrative patriotism that swept up the noble and clerical deputies of the National Assembly on the night of the fourth of August. The seigneurial regime had long been eroding¹ in France outside the bastions of feudalism like Burgundy, Brittany and the Franche-Comté. In much of the country it had been converted into a form of commercial business practice, and there was no reason why the business should not continue after the formal apparatus of seigneurial power had been done away with. Typically the citizen-nobles who rose to their feet in the session of the fourth to propose and then to demand the extinction of their own customary society were from the upper crust: men like the Duc du Châtelet and the Duc d'Aiguillon, whose considerable wealth could easily withstand the subtraction of milling rights and labor levies. But those same aristocrats also had a consistent history of lending serious support to the cause of patriotic liberty that went back to their service to America in the 1770s. Thus one should not judge their famous intervention as a matter of feckless posturing or a cynical attempt to save something from the wreckage . . . The French Revolution, then, began with acts of giving as well as acts of taking. But its immediate future depended on what its first citizen, Louis XVI, could bring himself to offer up for the *patrie*². At one point when the needs of the Treasury were particularly pressing, and when taxes still required collection from his subjects, he sacrificed much of the royal table silver for the mint. Louis XIV had, after all, melted down the silver furniture in the Hall of Mirrors when the war chest³ called for it. But more was being asked of this King. The sacrifice he was called on to make was of his prerogatives⁴ rather than his ingots⁵. And that seemed an altogether more painful dispossession.

¹ eroding – declining

² patrie – country

³ war chest – war budget

⁴ prerogatives – exclusive rights

⁵ ingots – bars of precious metal

- a. Identify two emotions felt by the noble and clerical deputies of the National Assembly on 4 August 1789.

i. _____

ii. _____

2 marks

- b. Identify two reasons that Schama provides for the nobles demanding that the apparatus of seigneurial power be dismantled.

i. _____

ii. _____

2 marks

- c. Using your own knowledge and the extract, explain how patriotic liberty was an influence in the Revolution of 1789.

6 marks

- In your response refer to different views of the Revolution in 1789.

[illegible]

SECTION B – continued
TURN OVER

Russia

Part 1 – Revolutionary ideas, leaders, movements and events

Question 1

Russia [1905–October 1917]

P N Miliukov's speech to the Fourth Duma, 1 November 1916. Miliukov was leader of the Kadets (Constitutional Democrats) in the Duma.

Ronald Kowalski, *The Russian Revolution 1917–1921*, Routledge London, 1997

We now see and know that we can no more legislate with this government than we can lead Russia to victory . . . We tried earlier to prove that it was impossible to use all the country's strength to fight a war against an external enemy if a war was going on inside the country, for popular support is vital in achieving the nation's aims . . . it is useless when fear of the people of one's own country grips the government and when the fundamental task becomes to put an end to the war, at any cost, so that the government can distance itself as quickly as possible from the need to find popular support . . .

When the Duma declares again and again that the home front must be organised for a successful war and the government continues to insist that to organise the country means to organise a revolution, and consciously chooses chaos and disorganisation – is this stupidity or treason? . . . Moreover, when on the basis of this general discontent the government deliberately busies itself with provoking popular outbursts – for the involvement of the police in the spring disturbances . . . is proven – when provocation is used to incite disturbances, knowing that they could be a reason for shortening the war – is this done consciously or not?

. . . We have many different reasons for being discontented . . . but all these reasons boil down¹ to one general one: the incompetence and evil intentions of the present government . . . And therefore in the name of the millions of victims and of their spilled blood, in the name of our achieving our national interests . . . in the name of our responsibility to those people who elected us, we shall fight until we get a responsible government . . . [You must understand why we have no other task than to get rid of this government. You must ask why we are carrying out this struggle in wartime. It is only in wartime that they are dangerous. They are dangerous to the war . . . and in the name of those who elected us, we shall fight until we get a responsible government which is in agreement with the three general principles of our agreement. Cabinet ministers must agree unanimously as to the most urgent tasks; they must agree and be prepared to implement the program of the Duma majority and they must rely on this majority not just in implementation of this programme, but in all their actions. A cabinet which does not satisfy these conditions must go.]

¹ boil down – reduce

- a. Identify from the extract two reasons the Tsarist government was not able to organise a successful war effort.

i. _____

ii. _____

2 marks

- b. Identify from the extract two goals of the Duma in overthrowing the Tsar.

i. _____

ii. _____

2 marks

- c. Using your own knowledge and the extract, explain why there was widespread discontent with the Tsarist regime by 1916.

6 marks

- d. Evaluate the usefulness of this extract in providing a reliable view of the reasons why Nicholas II was forced to abdicate.

In your response refer to different views of the Revolution.

[illegible]

10 marks

China

Part 1 – Revolutionary ideas, leaders, movements and events

Question 1

China [1898–1949]



‘All li’! I agree! But only up to here!’ (ok I agree! But only up to here!)

British Cartoon by David Low, from the *Evening Standard*, 22 November 1935, page 10.

The writing on the man in the tree says: foreign interests.

- a. Identify two features of the representation which comment on Japan’s treatment of China in the period 1931–1935.

i. _____

ii. _____

2 marks

- b. Identify two features of the representation (not listed in **part a.** above) which comment on the resistance to Japan’s occupation of Chinese territory in the period 1931–1935.

i. _____

ii. _____

2 marks

- c. Using your own knowledge and the representation, explain the impact of the Japanese occupation of Manchuria in 1931 and the subsequent Sino-Japanese War 1937–1945.

6 marks

- In your response refer to different views of the occupation.

[illegible]

SECTION B – continued
TURN OVER

Part 2 – Creating a new society

Question 2

America [1776–1789]

The Preamble to the Constitution of the United States of America listed among its aims to ‘secure the Blessings of Liberty to ourselves and our Posterity’.

To what extent did the new society’s political structures secure the ‘blessings of liberty’ for the American people?

Use evidence to support your response.

France [5 August 1789–1795 Dissolution of the Convention]

The Declaration of the Rights of Man and the Citizen stated ‘The source of all sovereignty resides essentially in the nation’.

Was political power for all people achieved in practice during the Revolution?

Use evidence to support your response.

Russia [November 1917–1924 death of Lenin]

Historian Orlando Figes has stated that Lenin’s Bolshevik Party ‘set out with high ideals, only to find out later that the outcome was quite different’.

To what extent had the original ideals of the Bolshevik Party been altered by 1924?

Use evidence to support your response.

China [1949–1976 death of Mao]

In 1949 Mao claimed in ‘On the People’s Democratic Dictatorship’ that the CCP was leading an alliance of classes, all of which were to enjoy democratic rights and freedoms.

Discuss the extent to which the new society achieved its aims of securing the rights and freedoms of the people.

Use evidence to support your response.

20 marks

Working space

[illegible]

[illegible]

[illegible]

Clearly number all responses in this space.

[illegible]

[illegible]

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[illegible]

A script book is available from the supervisor if you need extra paper to complete your answer. Please ensure 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.