



VCE History: Revolutions 2011–2015

Written examination – November

Examination specifications

The following information updates the specifications published in 2009. It reflects changes to the format introduced from and including 2011. Advice on the changes was published in the No. 87 April 2011 issue of the *VCAA Bulletin VCE, VCAL and VET*.

Overall conditions

The examination will be sat at a time and date to be set annually by the Victorian Curriculum and Assessment Authority.

There will be 15 minutes reading time and 2 hours writing time.

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 a panel appointed by the VCAA.

The examination will contribute 50 per cent to the Study Score.

Content

All outcomes of Units 3 and 4 will be examined. Details were published in the *VCE History Study Design (2005–2015)*. The examination criteria are published in the *VCE History Assessment Handbook 2005–2015*.

Format

The examination will be in the form of a question book and an answer book.

The examination will be organised into two sections, one section for each of the two revolutions studied. Students must choose a different revolution for Section A and Section B. They will be asked to nominate in the answer book the revolution they have used to answer the questions in Section A and the revolution they have used in Section B.

Section A will cover the first revolution on which students choose to answer. It will consist of: two extended questions on Outcome 1 Revolutionary ideas, leaders, movements and events; and, one question with sub-parts that will examine Outcome 2 Creating a new society and will consist of an analysis of a document, commentary, visual representation or interpretation.

Section B will cover the second revolution that students choose to answer. It will consist of an analysis of a document, commentary, visual representation or interpretation that examines Outcome 1 Revolutionary ideas, leaders, movements and events. There will also be an essay question that will examine Outcome 2 Creating a new society.

Images used in the examination may be presented in colour.

The examination will be scored out of 80 marks.

Stationery

Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners and rulers.

Sample examination

The following sample examination demonstrates the changes that have been made to the examination format.



Victorian Certificate of Education Year

HISTORY: Revolutions

Written examination

Day Date

Reading time: *.**.*. to *.**.*. (15 minutes)

Writing time: *.**.*. to *.**.*. (2 hours)

QUESTION BOOK

Structure of book

Section	Number of questions	Number of questions to be answered	Number of marks
A	3	3	40
B	2	2	40
			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 book of 16 pages.
- Answer book of 16 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 on page 2.

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.

Revolution	Page
America	3
France	4
Russia	6
China	7

America

Revolutionary ideas, leaders, movements and events – American Revolution 1763 to 1776

Question 1

Using three or four points, explain how the response of King George III and his ministers to revolutionary ideas and movements contributed to increased development of the American Revolution between 1763 and 1776.

Provide evidence to support your answer.

10 marks

Question 2

Using three or four points, explain how ideas of liberty contributed to a revolutionary situation in the American colonies between 1763 and 1776.

Provide evidence to support your answer.

10 marks

Creating a new society – American Revolution 1776 to 1789

Question 3

Gordon Wood writes of the prevailing pride in the achievements of the new society in *The Radicalism of the American Revolution* (1991), pp. 190, 191, 234

In many respects this revolutionary generation was very modern. They were optimistic, forward-looking, and utterly convinced that they had the future in their own hands. They told themselves that they had the ability, like no people before in modern times, to shape their politics and society as they saw fit . . .

It was an awesome responsibility, and they assumed it with a sense of excitement . . . For the revolutionary generation America became the Enlightenment fulfilled. The settlement of America, said John Adams in 1765, was “the opening of a grand scene and design in Providence for the illumination of . . . mankind all over the earth.” The Revolution was simply the climax of this grand historic drama. Enlightenment was spreading everywhere in the Western world, but nowhere more promisingly than in America . . . Americans, Thomas Paine told them in 1782, had thrown off the “prejudices” of the Old World . . . and had adopted new liberal, enlightened, and rational ideas . . . Equality was related to independence; indeed, Jefferson’s original draft for the Declaration of Independence stated that “all men are created free & independent.” Men were equal in that no one of them should be dependent on the will of another, and property made this independence possible . . .

Yet in the end equality meant more than even this to the revolutionaries . . . it [became] the single most powerful and radical ideological force in all of American history.

- a. Name **two** ways in which Wood believes the Americans saw their revolutionary generation as ‘modern’.
2 marks
- b. Identify **two** ways that ‘America became the Enlightenment fulfilled’.
2 marks
- c. By quoting from the extract, and using your own knowledge, explain how Americans adopted ‘liberal, enlightened, and rational ideas’ in the formation of the new society from 1776 to 1789.
6 marks
- d. Evaluate to what extent this extract is useful in understanding how the American Government was formed to reflect the ideology of equality from 1776 to 1789.

In your response quote parts of the extract and refer to different views of the new society.

10 marks

France

Revolutionary ideas, leaders, movements and events – French Revolution 1781 to 4 August 1789

Question 1

Using three or four points, explain how publications contributed to the development of the Revolution from 1788 to 1789.

Provide evidence to support your answer.

10 marks

Question 2

Using three or four points, explain how the dismissal of Necker on 11 July in 1789 contributed to a revolutionary situation in 1789.

Provide evidence to support your answer.

10 marks

Creating a new society – French Revolution 5 August 1789 to 1795

Question 3



The patriotic oath of the National Guard at the Fête de la Fédération July 1790, Richard Cobb, *Voices of the French Revolution*, pp. 146–147

- a. Identify **two** groups of people represented in the drawing. 2 marks
- b. Identify **two** ways the artist has suggested the groups support the Revolution. 2 marks
- c. By referring to parts of the graphic, and using your own knowledge, explain the radicalisation of the National Guard from June to August 1792. 6 marks
- d. Evaluate to what extent the representation of the National Guard is a reliable depiction of who had control of the Revolution from June to September 1792.

In your response refer to different parts of the graphic and to different views of the Revolution.

10 marks

Russia

Revolutionary ideas, leaders, movements and events – Russian Revolution 1905 to October 1917

Question 1

Using three or four points, explain how involvement in World War I contributed to the development of the Revolution in Russia to October 1917.

Provide evidence to support your answer.

10 marks

Question 2

Using three or four points, explain how the actions of General Kornilov contributed to a revolutionary situation in Russia between July 1917 and October 1917.

Provide evidence to support your answer.

10 marks

Creating a new society – Russian Revolution November 1917 to 1924

Question 3

Speech by Lenin on the Constituent Assembly, 1918

in Lenin's *Collected Works*, Progress Publishers, Moscow, Volume 26, 1972, pp. 437–441 accessed from www.marxists.org/archive/lenin/works/1918

To hand over power to the Constituent Assembly would again be compromising with the malignant¹ bourgeoisie. The Russian Soviets place the interests of the working people far above the interests of a treacherous policy of compromise disguised in a new garb². The speeches of those outdated politicians, Chernov and Tsereteli, who continue whining tediously for the cessation of civil war, give off the stale and musty odour of antiquity. But as long as Kaledin exists, and as long as the slogan “All power to the Constituent Assembly” conceals the slogan “Down with Soviet power”, civil war is inevitable. For nothing in the world will make us give up Soviet power! (*Stormy applause.*) And when the Constituent Assembly again revealed its readiness to post-pont³ all the painfully urgent problems and tasks that were placed before it by the Soviets, we told the Constituent Assembly that they must not be postponed for one single moment. And by the will of Soviet power the Constituent Assembly, which has refused to recognise the power of the people, is being dissolved . . .

The Soviet revolutionary republic will triumph, no matter what the cost. (*Stormy applause. Ovation.*)

¹malignant – evil ²garb – form ³post-pont’ – postpone

a. Identify **two** of the groups engaged in class struggle.

2 marks

b. Identify **two** institutions whose conflict Lenin claims will lead to civil war.

2 marks

c. By quoting from the extract, and using your own knowledge, explain the events which influenced Lenin's decision to dissolve the Constituent Assembly.

6 marks

d. Evaluate to what extent this extract is useful in explaining the methods the Bolsheviks used to consolidate power.

In your response quote parts of the extract and refer to different views of the Revolution.

10 marks

China

Revolutionary ideas, leaders, movements and events – Chinese Revolution 1898 to 1949

Question 1

Using three or four points, explain how the Boxer Rebellion contributed to the development of the Revolution in China by 1911.

Provide evidence to support your answer.

10 marks

Question 2

Using three or four points, explain the part Sun Yat Sen played in the revolutionary struggle between 1911 and 1927.

Provide evidence to support your answer.

10 marks

Creating a new society – Chinese Revolution 1949 to 1976

Question 3

Meisner writing about the Agrarian Reform Laws and Campaigns, 1950–1951, in *Mao Zedong: A Political and Intellectual Portrait* (2007), pp. 120–122

Mao intended the land reform campaign to serve a variety of political and economic purposes, but its main aim was to destroy the landlord class . . . [which was] economically dispensable and socially undesirable . . . the Agrarian Law prohibited the confiscation of land and equipment used by landlords for the operation of private industrial and commercial enterprises. But . . . few Chinese landlords had turned to capitalist-type production, and even fewer escaped the fury of the land reform campaign . . . Once the agrarian movement was launched by local Communist cadres, angry peasants seeking both land and revenge made few distinctions . . . Many landlords . . . were executed in the violence [that] swept the countryside. Others were dispatched to labor camps . . . The Communists had won the overwhelming support of poor peasants (about 70 per cent of the rural population) by promising “land to the tiller.” That promise had to be honored if the Party was to retain the support of the peasants . . . Land reform brought a degree of social and economic equity to the villages and improved the life of the majority of peasants.

- a. Identify **two** purposes of the land reform campaign.

2 marks

- b. Identify **two** reasons (**not used in part a.**) why few landlords escaped the land reform campaign.

2 marks

- c. By quoting from the extract, and using your own knowledge, explain the ways in which the ‘Speak Bitterness’ campaigns operated during the land reform process.

6 marks

- d. Evaluate how useful this extract is in understanding the extent to which the promises of an improved life for the peasants were fulfilled between 1950 and 1961.

In your response quote parts of the extract and refer to different views of the period 1950 to 1961.

10 marks

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

Indicate in the answer book the revolution you have chosen for Section B by shading the relevant box on page 9.

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.

Revolution	Page
America	10
France	12
Russia	13
China	15

America

Revolutionary ideas, leaders, movements and events – American Revolution 1763 to 1776

Question 1



Tarring and feathering a tax collector – it was called a new form of ‘macarony’, a slang term for fashionable dress at the time (1774)

Peter Thomas, *The American Revolution*, p. 93

- a. Identify **two** groups which are represented in the drawing.
2 marks
- b. Identify **two** features in the drawing which show opposition to British rule.
2 marks
- c. By referring to parts of the drawing, and using your own knowledge, explain what caused the actions depicted in the drawing between 1765 and 1774.
6 marks
- d. Evaluate to what extent this drawing is useful in assessing the responses of the colonists to British authority in America from 1763 to 1776.
In your response refer to parts of the drawing and to different views of the period.
10 marks

Creating a new society – American Revolution 1776–1789

Question 2

Historians have argued that the American Revolution saw the birth of a nation dedicated to equal opportunity, the rights of the individual, and government by popular consent.

How true is this of the American Revolution?

Use evidence to support your answer.

20 marks

France

Revolutionary ideas, leaders, movements and events – French Revolution 1781 to 4 August 1789

Question 1

Report on the Réveillon riots in Paris 27–28 April 1789.

An extract from a letter from the noble deputy from the Poitiers region, the marquis de Ferrières to his wife in Richard Cobb, *Voices of the French Revolution* (1988), p. 44

Five or six thousand working men, stirred up by a hellish cabal¹ which aims to destroy the ministry and prevent the Estates from meeting, gathered at ten o'clock in the morning armed with cudgels² and launched themselves like furies on the house of a man called Réveillon . . .

[on that day] There was a meeting of three hundred and fifty nobles at the archbishop's palace in order to choose deputies for the nobility. The rabble set off in that direction; luckily most of them were drunk and they soon changed their minds and continued to infest the streets. The duc de Luynes was stopped, coming back from the racing, and compelled to shout, 'Long live the king and the Third Estate!' Gentlemen and even the bourgeois are appalled . . .

All this makes one tremble for the unhappy kingdom. It is a tissue of horrors, of abominations. Everyone can guess who launched this blow. May Providence protect the king.

The pretext is the high price of bread, but this is less dear in Paris than in the provinces.

The Estates General will be stormy. There is great ill feeling between the orders. A great many people have been arrested. Yesterday the king issued an edict bringing guilty persons within the jurisdiction of police courts. The parlement has behaved as it always does, slackly. A few of these unfortunates were found dead in Réveillon's cellars; they had drunk varnish and raw alcohol, thinking it was eau-de-vie³.

¹ cabal – faction/group ² cudgels – sticks ³ eau-de-vie – brandy

- a. Identify **two** aims of the cabal that the writer refers to in his letter. 2 marks
- b. Identify **two** groups of people who were appalled by the action of the crowd. 2 marks
- c. By quoting from the extract, and using your own knowledge, explain the causes of popular agitation in the lead up to the Estates General in 1789. 6 marks
- d. Evaluate how useful this letter might be in providing an accurate report of the groups who most influenced the Revolution in 1789.

In your response quote parts of the letter and refer to different views of the Revolution in 1789.

10 marks

Creating a new society – French Revolution 5 August 1789 to 1795

Question 2

The ideals of the French Revolution were liberty, equality and fraternity.

Discuss the extent to which these were fulfilled in the French Revolution.

Use evidence to support your answer.

20 marks

Russia

Revolutionary ideas, leaders, movements and events – Russian Revolution 1905 to October 1917

Question 1



Contemporary cartoon showing the Russian Court in 1916. The card being held by the figure on the left depicts Wilhelm II.

www.spartacus.schoolnet.co.uk/RUSrasputin also in Harold Shukman, *Rasputin*

- Identify **two** figures in the cartoon.
2 marks
- Identify **two** features that suggest the Russian Court was not functioning as it should in 1916.
2 marks
- By referring to parts of the cartoon, and using your own knowledge, explain the significance of this depiction to the events in Russia of February 1917.
6 marks
- Evaluate to what extent this cartoon provides an accurate representation of the tensions contributing to the revolutionary situation in Russia in February 1917.

In your response refer to parts of the cartoon and to different views of the Revolution.

10 marks

Creating a new society – Russian Revolution November 1917 to 1924**Question 2**

Historian Richard Pipes has argued that, judged in terms of its own aspirations, the communist regime was a monumental failure: it succeeded in one thing only – staying in power.

To what extent were the aspirations of the Bolshevik party achieved by 1924?

Use evidence to support your answer.

20 marks

China

Revolutionary ideas, leaders, movements and events – Chinese Revolution 1898 to 1949

Question 1



The image commemorates the Long March in Yan'an (also Yen'an & Yanan) in 1936 (1972)
Steven Heller, *iron fists branding the 20th-century totalitarian state* (2008), p. 187

- a. Identify **two** groups in the graphic.2 marks
- b. Identify **two** ways in which the artist shows support for Mao Zedong's leadership.2 marks
- c. By referring to parts of the graphic, and using your own knowledge, explain the significance of the Long March in the development of the Chinese Revolution.6 marks
- d. Evaluate the extent to which this poster provides a reliable view of the ways in which Mao gained support for his policies between the end of the Long March and 1945.
In your response refer to parts of the graphic and to different views of the Revolution.10 marks

Creating a new society – Chinese Revolution 1949 to 1976

Question 2

Historian Immanuel Hsu has argued that ‘Mao’s twenty-seven year rule brought little improvement in people’s living standards’.

To what extent did the new society bring an improvement in the conditions of everyday life for the Chinese people?

Use evidence to support your answer.

20 marks

END OF QUESTION BOOK

