



**2007**

**History: Revolutions GA 3: Written examination**

## GENERAL COMMENTS

Overall, students in 2007 performed reasonably well on the History: Revolutions examination. They were able to answer the questions readily, but often did not demonstrate wide factual knowledge or apply detailed references to the information. Students should practise writing more concisely, keeping in mind that dot point answers are not acceptable. Despite repeated advice to the contrary, a number of students still made errors in their selection of options and wrote on the same revolution in both parts of the paper.

Students' level of ability was often evident when responding to the term 'contribute to a revolutionary situation' because weaker students seemed to have less idea of a revolution developing over time. However, most students answered this adequately. The discriminating part of the paper was the response to the document and visual representation questions. Students need more practise in using the extract or visual representation by making direct reference to it and also using both their own knowledge and knowledge of historians' views.

## SPECIFIC INFORMATION

**Note: Student responses reproduced herein have not been corrected for grammar, spelling or factual information.**

### Section A – Revolution One

#### Part 1 – Revolutionary ideas, leaders, movements and events

| Revolution chosen | None | America | France | Russia | China |
|-------------------|------|---------|--------|--------|-------|
| %                 | 1    | 10      | 41     | 42     | 6     |

#### Question 1

| Marks | 0 | 1 | 2 | 3 | 4  | 5  | 6  | 7  | 8  | 9 | 10 | Average |
|-------|---|---|---|---|----|----|----|----|----|---|----|---------|
| %     | 3 | 6 | 7 | 9 | 10 | 13 | 14 | 14 | 11 | 7 | 5  | 5.3     |

#### Question 2

| Marks | 0 | 1 | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9 | 10 | Average |
|-------|---|---|----|----|----|----|----|----|----|---|----|---------|
| %     | 5 | 7 | 10 | 10 | 12 | 12 | 12 | 12 | 10 | 6 | 5  | 4.9     |

#### Questions 1 and 2

Generally students used factual information well but the cues in the question to make judgements ('how did'; 'explain the importance of'; 'contribute to a revolutionary situation'; 'in the development of the revolution') were often overlooked by students. Many students tended to just list or narrate whatever they knew about the topic. The better answers showed an ability to link the evidence to the question and respond to the cue of 'how did'.

Correct and specific historical terminology was evident in the best answers. Students seemed more comfortable with explaining how ideas, leaders or events contribute to a situation but they were not as confident in explaining the significance in the 'development of the revolution'. Students need more practise in responding to these terms and looking at events as stepping stones towards a changed society.

On the whole, students showed good knowledge of relevant information and usually used the timeframe given in the question correctly. The sequence of events that contributed to the revolution was handled better and some students skilfully signposted their response by using 'firstly', 'secondly', 'thirdly', etc. to note their points, or language such as 'furthermore' to link the points. The best answers delivered an argument, as was required by the wording of the question, and delivered their points chronologically.

Overall, successful responses identified three or four clear points about the event or actions and developed an argument using precise factual information such as names, dates and statistics that were linked to the question, often using specific terms to indicate a relationship between points rather than merely implying a connection. Better students demonstrated an understanding that revolution is a developing process.

Medium level responses tended to have some accuracy, perhaps showing the student's ability to use one piece of statistical information or other form of factual knowledge. They were general in content and loosely controlled. There may have been only two main ideas, which were described in loose terms, and other ideas were less relevant or of lower



significance. These responses sometimes wandered from the timeframe or lacked relevance. Less successful answers often used only one or two points and expanded on them, while others simply developed a narrative.

### **America**

Students understood that the Revenue Act followed the repeal of the Stamp Act. Students went on to discuss how the Townshend Duties were connected to a radicalisation of the movement towards revolution and were able to name the Boston Massacre and Boston Tea Party as subsequent protests.

Question 2, on the change in American colonists' views of King George III, was not answered as well as Question 1. The best answers discussed the way colonists initially viewed themselves as transplanted British subjects and were loyal to the King. Parliament, rather than the King, was seen as the villain during discussions of taxation without representation. These students used evidence such as the Olive Branch Petition to explain that King George was asked to intercede on their behalf, but following the publication of 'Common Sense' attitudes changed.

### **France**

A number of students confused the Assembly of Notables with the Estates General and had poor knowledge of the Assembly of Notables.

Responses to the Question 2 showed that many students had sketchy knowledge of the events of July and August 1789 and many used events outside the timeframe. They did not have clear knowledge about the different groups comprising the Third Estate and, while most could think of an event involving urban workers, too many students did not seem to know about peasants and events in the countryside or could not differentiate peasants from urban workers. Some answers incorrectly included events before May 1789 and beyond August 1789, such as the October March of Women.

Following is an example of a high range response to Question 1.

*By commanding to see the finance records before agreeing to reform, the Assembly of Notables, called on the 22nd of February 1787, directly challenged the king and the idea of 'divine right' by attempting to make him financially accountable to the people of France. While they did not object to the reforms themselves – indeed in many cases the Notables went further than Comptroller General Calonne's suggestions – this politicisation of the financial crisis lead historian Schama to label the Notables 'the first revolutionaries'. Their ideas were also adopted by the Parlement of Paris who in their remonstrances against further attempts at tax reform by Calonne and Brienne in 1787 and 1788 claimed 'taxes should be consented to by those who have to bear them' – this claim of the King's financial accountability stemming directly from the Assembly of Notables. Both the Parlement and the Notables called for an Estates General, and the stubborn refusal of these groups to consent to financial reform forced the government, bankrupt, to agree in August 1788. This announcement and the drawing up of the Cahiers which followed in January 1789, rose expectations of political change throughout France and directly contributed to the revolutionary situation in France by May 1789.*

Following is an example of a medium level response to Question 1.

*In 1787 the calling of the Assembly of Notables to help solve France's fiscal crisis sparked the beginning of the 'aristocratic revolt'. The Notables were made up of members of the first and second estates only, and therefore were not able to truly represent the nation, 98% of which were members of the third estate. By refusing to accept Calonne's financial reforms, the notables marked the beginning of open defiance of the King's wishes. Also, by declaring that only an Estates General that truly represented France could pass such reforms, the notables introduced the idea of a parliamentary body that would limit the King's power. The writing of the cahiers and elections to the Estates General that followed greatly increased peoples' expectations of reform and political representation, and by May 1789 when the Estates General met and these expectations went unfulfilled, this directly contributed to the revolutionary situation.*

### **Russia**

Knowledge of the effect of WWI on Russia was generally well evidenced. Students mainly included three main factors leading to the abdication of the Tsar: he took charge of the army; Alexandra was left in charge of Russia; and the influence of Rasputin. The degree of precise factual detail often differentiated between those students who received a high score and those who received a medium score. Other information that could have been used included economic factors related to the war and demoralisation.

Following is an example of a medium level response to Question 1.

*Once Tsar Nicholas II involved Russia in World War 1 his country was plagued by problems, many of which lead to his abdication in January 1917. Firstly, by assuming command of his own army, any defeats at the front would hold him directly responsible and easy prey to Bolshevik propaganda. Secondly, by leaving the capital in the hands of Tsarina Alexandra and the*

# 2007 Assessment Report



*mysterious Rasputin he was gambling Tsarist Russia's future in the face of revolutionists such as Lenin and Kerensky. Not only this, but the resources poured into the war was astronomically considering many peasants were still awaiting 'peace, bread, land'; three things Lenin would later offer. Seeing the Tsar had engaged Russia in a foreign war and had literally (and symbolically) left Petrograd many of the proletariat saw this as a time for radical change. And seeing they made up 82% of the population, once Nicholas didn't have their support he was forced to abdicate and finish the 300 year old Romanov dynasty.*

## China

Question 1 required knowledge of events from the 4 May incident, demonstrations against the provisions of the Versailles Treaty that allowed Japanese control of the Shandong Peninsula. Better answers began here and discussed the evolution of the CCP and its near annihilation in the Shanghai massacre of 1927.

Question 2, about the policies of the CCP from 1945–49, gave rise to many answers that correctly identified the end of the war against Japan as heralding renewed conflict between the GMD and CCP. Land reform, increasing peasant support and the organisation of the Red Army were all correctly given as policies that assisted CCP victory by 1949.

Following is an example of a high range response to Question 1.

*In the May the 4th Movement of 1919, Nationalistic sentiment was increased when the Treaty of Versailles allotted the Shandong province to Japan (after it had been promised to China). 3000 students took to the streets of Beijing in protest, sparking off a series of nation-wide strikes as people began to realise that their salvation lay not in the Western concept of Democracy, but in something far more drastic: revolution, one that would rid China of 'foreign devils'. Furthermore, the Shanghai Massacre of August, 1927 made the CCP realise that 'they needed to preserve their political independence' (McDonald). When the Nationalists marched into Shanghai and killed the Communists and their supporters, it devastated the CCP (Chou Enlai estimated 5000 killed and membership subsequently fell from 50,000 to 7000). However, this action forced the CCP to turn to a path that ultimately lead them to victory: the peasantry, which they were forced to rely on after losing their base of support in Shanghai, China's industrial hub. As well as this, the Comintern's continual (and surprising) insistence for them to maintain the United Front lead to people abandoning the traditional Marxist beliefs (that the peasantry was incapable of Socialist consciousness) that they so vehemently expounded. In the process it gave rise to Mao's theories, later forming the cornerstone of the CCP ideology.*

## Part 2 – Creating a new society

| Revolution chosen | None | America | France | Russia | China |
|-------------------|------|---------|--------|--------|-------|
| %                 | 0    | 10      | 41     | 42     | 6     |

### Question 3a.

| Marks | 0 | 1  | 2  | Average |
|-------|---|----|----|---------|
| %     | 4 | 15 | 81 | 1.8     |

### Question 3b.

| Marks | 0  | 1  | 2  | Average |
|-------|----|----|----|---------|
| %     | 11 | 31 | 57 | 1.5     |

### Question 3c.

| Marks | 0 | 1  | 2  | 3  | 4  | 5  | 6 | Average |
|-------|---|----|----|----|----|----|---|---------|
| %     | 2 | 11 | 22 | 25 | 19 | 13 | 8 | 3.2     |

### Question 3d.

| Marks | 0 | 1 | 2  | 3  | 4  | 5  | 6  | 7  | 8 | 9 | 10 | Average |
|-------|---|---|----|----|----|----|----|----|---|---|----|---------|
| %     | 6 | 6 | 12 | 11 | 12 | 12 | 12 | 11 | 9 | 5 | 4  | 4.8     |

Overall, students' ability to respond to this part of the paper is improving. Most students, including very weak students, were able to identify the relevant information directly from the document and answer Questions 3a. and 3b.

However, Questions 3c. and 3d. were more difficult and distinguished the high-performing students. In order to be successful in these questions, students needed to, firstly, use the extract by directly referring to parts of it to explain their answer and, secondly, use their own knowledge in part c. and evidence from historians in part d. Overall, students should start by referring to the document, noting its date, who produced it and the reasons why it was produced. Placing it against a historical background is necessary in order to develop and explain the rest of the answer.



High-scoring responses used outside factual knowledge and combined this with ideas presented by the document. Medium and weaker responses either did not move beyond information contained in the document, doing little more than describing or paraphrasing the content, or ignored the document and just expressed the student's own knowledge.

Most students made a generalised attempt to analyse the view presented but they must identify specific words in the document, which are clues to the experiences or difficulties in the historical period, and use these clues for a focussed explanation. They must also provide specific factual information.

The question on historiography, 3d., was attempted by most students and most students were at least able to refer to 'historiographical schools'. Many students adopted an approach that showed good scaffolding of their answer. They addressed the question, demonstrated an understanding of the context and timeframe by referring to events and factual information, identified and explained strengths and historians that may agree and then explained limitations and which historians might agree. Providing contrasting historical viewpoints was a strength of such answers. Students are strongly discouraged from merely producing an outline of the perspective of particular historical 'schools' without referring to the document material. Better answers do not need to label historians, and labels such as 'liberal', 'soviet', 'libertarian' etc., are to be discouraged because they do not demonstrate real understanding of a particular view. This is particularly true of the American Revolution, which does not lend itself so easily to labels. It is much better to know what a historian said about an event, incident, person, period of history and the evidence they use to support their view. Therefore students need to practise measuring views expressed in documents against historian's or contemporaries' views of particular events.

### **America**

Although some students struggled with the extract from the letter of George Washington to John Jay, there were some outstanding responses. Some students failed to realise that the content of the letter related to the weaknesses of the Articles of Confederation as a form of unifying government, but students who showed confidence with language in documents from the 1700s generally responded well. It would be advisable for teachers to provide as much opportunity as possible for students to become familiar with material that is written in the language that was prevalent in the period under study, as this is the language that can expect to be found in this section of the examination.

Following is an example of a high level answer to Question 3c. The student has identified the areas of weakness with the Articles of Confederation and placed them against the context of an ideology about opposition to strong central power and the conduct of the war. Factual knowledge is clear and quantifiable evidence used. The student has made direct reference to the extract and thus is able to demonstrate the skill of using the document in the light of their own knowledge.

*The confederation government was not allowed enough power to function effectively, leading to a prolonged war and revolution. The colonists' fear of tyranny led to a weakened government who barely had the power to pay troops or apply legislation. The army were known as the 'naked army', while numbers fell from 17,000 at times to 5,000 in the space of 3 months. The confederate army was poor as the colonists failed to provide money or supplies from fear of tyranny, and the government had no power to force them. Inflation skyrocketed as the merchants had no set currency and the government continued to print worthless paper money. Additionally, trade tariffs were ambiguous (New York could not cross into New Jersey) and the government had no power to enforce any legislation (needed 9 out of 12 signatures to approve anything). In this extract, Washington correctly calls for unity among the states to give the government more power. Until unification, the war could not be won and the goals of the revolutionaries could not be achieved. The weak government needed power to evade tyranny.*

### **France**

Students responded with a good understanding of the French document on the interrogation of Louis XVI. Many students highlighted sections of the document which they then directly quoted to show how Louis intended to rule as an absolute monarch. Students correctly mentioned that it was an extract and that other answers provided by Louis to different questions would have given more conclusive evidence as to why he was executed. More insightful students explained that the outcome of the trial had been predetermined and these students correctly identified evidence from the questions put to Louis and his responses. The best students correctly used their own knowledge very well and placed the trial against the background of war, the flight to Varennes, *sans culottes*, Jacobin and Girondin interests.

Following is a high level response to Question 3c. This response links to the extract, drawing from it appropriately, and offers precise factual knowledge of the period. To achieve full marks the response must do both things demanded in the question.

*Louis' claim that 'there exists no law to impeach me' reveals his belief in 'divine right' and that he was above the law. This view was supported to an extent by the Constitution of 1791 which stated that the person of the King was 'inviolable'. Louis was also*



*granted the power of veto, which he used in early 1792 to protect the émigrés and refractory priests from being labelled as 'suspects', showing his willingness to use this authority even if it seemed to interfere with the new revolutionary government. Louis' claim in the extract that he had the power 'at that time' (1789) to command troops perhaps shows he has realised his loss of authority since he ratified the Constitution in September 1791.*

Following is a high level response to Question 3d. This response begins by discussing the extract, correctly addresses it as a primary source and identifies its function. The student has clearly expressed its limitations and uses accurate factual information from outside the extract as evidence. The student then shows excellent understanding of the viewpoints of various historians connected to particular events which is used to illuminate the strengths and weaknesses of the extract as an accurate portrayal of the reasons for Louis' trial and execution.

*This extract has great value as a primary source in giving us insight to the justifications of the Convention for Louis' trial. However, it does not show the effects of the war against Prussia and Austria entered into in June 1792 in creating a state of panic in Paris. The journey of August 10th where Doyle claims 'the King's authority fell with his palace' was obviously hugely significant in the reasons for the King's trial and the acceptance by the Convention of the attack and imprisonment of the King by the sans culottes meant they had no option but to put him on trial, a fact obviously glossed over by this extract as it comes from the Convention itself. While historians such as McPhee or Marxist historians Rude and Soboul may claim the ever imminent threat of foreign attack on Paris and the obstructive vetoes used by the King provide justification for his trial and execution on 21st January 1793, Simon Schama rejects this view. He, along with Furet suggest 'violence was not the unfortunate by-product of the revolution but the source of its energy'; and that it was the lack of protest by leaders against crowd violence from as early as the storming of the Bastille in July 1789 that allowed the violence of the sans culottes to direct the path of the revolution, in the way that the journey of August 10th led to the execution of the King.*

### **Russia**

Students must ensure that the knowledge they present in these responses does not extend beyond the timeframe given in the question; many answers went beyond 1918 and included information about famine in 1921. The best answers indicated that the problems incurred from involvement in WWI were extended. These students correctly identified the words 'economic difficulties' in the document and gave specific facts about the economic problems rather than just saying 'inflation', 'poverty' or 'unemployment' in a generalised way. It is good practice to search for particular words that are the clues to the experiences of the period. Students demonstrated good knowledge of Lenin and how the Cheka was used as an instrument of terror during the period of War Communism. Some very good answers acknowledged that Lenin's speech contained Marxist rhetoric that justified the use of violence and noted that brutality was endemic to the party. They were able to see that Lenin had other political motives for attacking the 'parasites' referred to in the document.

Following is a medium level response to Question 3c. This answer is typical of the majority of responses and only does one of the two things demanded by the question. The student loosely generalises about conditions to show 'own knowledge', but does not refer specifically to the extract or use it to explain Lenin's comments in relation to the use of Terror and economic conditions.

*Russia was in great debt from its participation in WWI. There were food shortages caused by poor crops and bad weather and inefficient transport of produce. Freezing winters caused fuel shortages and inflation had increased produce prices by up to 500% whereas wages had only increased by up to 50%. Lack of fuel and produce also effected employment, bakeries and factories having to close down.*

Following is a medium level response to Question 3d. This answer starts strongly with the extract and the student attempts to contextualise; however, the response then falls into a discussion of historians' views without linking them to the extract.

*The extract displays Lenin's passion and desire to strive for his goals. This extract can provide some insight into the extreme lengths taken, such as the violent role of the Cheka or the extreme reaction to Kronstadt. Figes and Pipes both describe the Terror as a tragedy, as Figes book title says 'A People's Tragedy' although Pipes takes a much more conservative viewpoint and far more anti Bolshevik and therefore anti Terror, whereas Figes accepts the socialist views, but condemns the terror. Pipes is more influenced by the American conservatism or 'reds under the bed'. There are few weaknesses in this extract to explain the terror, it is an extreme and in a way of lexicon, violent extract, with the emphasis on 'parasites'.*

### **China**

Students struggled to identify relevant information to answer Question 3c. and too many accepted that the speaker was being completely open and honest. In other words, they accepted what Mao publicly said about the campaign in the document. This shows that more practise is needed in recognising that public statements by revolutionary leaders sometimes only partly reveal their real motivation. Students should question what is stated in the document and explain it in terms of the events surrounding its publication. Students should ask themselves simple questions such as 'What



social/economic/political needs or conditions existed at that time which might lead to such a publication?’ They need to make distinctions between what is said and what the speaker may believe.

## Section B – Revolution Two

### Part 1 – Revolutionary ideas, leaders, movements and events

| Revolution chosen | None | America | France | Russia | China |
|-------------------|------|---------|--------|--------|-------|
| %                 | 0    | 6       | 27     | 45     | 22    |

#### Question 4a.

| Marks | 0 | 1  | 2  | Average |
|-------|---|----|----|---------|
| %     | 7 | 32 | 61 | 1.6     |

#### Question 4b.

| Marks | 0 | 1  | 2  | Average |
|-------|---|----|----|---------|
| %     | 7 | 34 | 59 | 1.5     |

#### Question 4c.

| Marks | 0 | 1  | 2  | 3  | 4  | 5  | 6 | Average |
|-------|---|----|----|----|----|----|---|---------|
| %     | 3 | 12 | 24 | 25 | 18 | 12 | 6 | 3.0     |

#### Question 4d.

| Marks | 0 | 1 | 2  | 3  | 4  | 5  | 6  | 7  | 8 | 9 | 10 | Average |
|-------|---|---|----|----|----|----|----|----|---|---|----|---------|
| %     | 7 | 8 | 12 | 11 | 12 | 11 | 11 | 11 | 8 | 5 | 4  | 4.5     |

Generally, students seemed quite capable of extracting information from the images provided. They could identify symbolic features and accurately answered the questions worth two marks. Improvement could be made by identifying exact features in terms of objects or gestures made by people, rather than describing general ideas portrayed by the graphic.

Overall, Questions 4c. and 4d. acted as good discriminators on the 2007 examination.

Students need to look at the caption for the graphic as a starting point to understanding the graphic. There was a weakness in identifying ‘features’, and many students would benefit from practise in stating specific objects or actions of people they can see in the graphic as ‘features’ rather than just describing ideas in a general way. Students should also practise contextualising and examining the nature of evidence in relation to the event or period given in the question. Primary sources are not accurate just because they are produced at the time of the events, yet students seem too inclined to accept representations as accurate portrayals.

In relation to historiography, students must link historical views with specific details about the event portrayed in the representation, rather than making generalised comments about ‘historians’ schools of thought’ or just using labels such as ‘liberal historians’ to discuss a school of thought without any link to the representation. More work needs to be done on the intended function of the graphic, the source and how it affects the view in the representation. Students need to provide accurate identification, recognition and discussion of the period and event named in the question, make links to the representation and discuss the ways historians might side with the view expressed in the representation or oppose the view of the representation and what they might say about the period raised by the question.

#### America

Most students correctly linked the graphic with the imposition of the Coercive Acts. Symbolism was difficult for some, but most understood that the frigates in the background represented the blockade of Boston Harbour by the English. The Liberty Tree and the Cage were correctly identified as symbols of freedom and oppression.

#### France

This cartoon was problematic for some students. Some thought that the noble was a soldier and he was fighting the clergy, and many did not identify the social groups correctly. More work needs to be done with visual representations in order to increase students’ ability to recognise social groups by their clothing. Few students were able to identify the figure as a member of the clergy and too many students named the Third Estate member as a peasant. There was also difficulty in identifying the two smaller figures as puppets controlled by the Third Estate. The lion was interpreted as the sleeping Third Estate or alternatively as the unleashed power of the Third Estate rather than a subdued Monarchy,



and the burning chateau in the background was often not interpreted accurately. It was disappointing to see that many students at this level had a poor ability to read symbolic meaning accurately and were unable to recognise social groups.

Following is a medium level response to Question 4c. This response does not make specific connections to features of the representation, and contains some inaccuracies. However, the response contains a clear idea of the significance of the event.

*The fall of the Bastille on the 14th July 1789 was crucial as the newly emerging popular movement acted against the old regime and were victorious. The newly formed Paris Commune ordered civilians to storm the Bastille, an act that was not issued by the National Convention. Despite being only a minor difference between the ideals of the crowd and the Convention the event shows a division between ideology, which would lead to two different revolutions. The consequence of the fall of the Bastille was that the Third Estate, through practical force, finally became aware of their strength, which had been steadily building since the Enlightenment and 'What is the Third Estate?'*

Following is a medium level response to Question 4d. The response focuses only on the graphic and the student does not show the skill of contextualising the ideas in the period of 1789. The response does not make connections to historical debate by referring to historian's viewpoints about the role of the Third Estate in the events of 1789 or to the power of the Third Estate at this stage of the Revolution.

*The portrayal is accurate through its symbolism. The oversized Third Estatesman is symbolic of the gain of the orders power and influence in French society at the time. The deconstruction of the Bastille in the background, together with the tamed lion and the clergyman, who is slipping over are all metaphors of the collapse of the absolutism regime of Louis XVI and the clergy's influence. However the cartoon is inaccurate. As this is still 1789, the 'charming' instrument played by the Third Estatesman is an overstatement, as consolidation after the Bastille's fall has not been carried out as yet. The insignificant size of the other two estatesmen are also inaccurate. The decline of the clergy's influence, through the nationalisation of Church land is not until after 1789. Both 'privileged' estates still played an influential role in shaping the new French society. It is through this portrayal, and the Third Estatesman's power over the lion, symbolic of the monarchy, that the bias and arrogance of the unknown author shows.*

### Russia

This graphic was generally well handled although there was an alarming tendency to discount the authenticity of the painting because it was painted in 1947. The best answers noted that the painting was produced 20 years after the event and that it prominently displays Stalin, whose role in the event has been magnified.

Part c., in which students were asked to explain the nature of the Bolshevik Party in 1917, was poorly handled in comparison to the other contexts. Appropriate responses placed the Party as a Marxist Party but modified to account for the Russian context. References to minor support in February, the need for a dedicated leader, the tight secretive nature of the central committee and the use of armed insurrection were all appropriate. Good answers discussed the role of Trotsky, July days and Lenin's return to Russia. Strong factual evidence of the growth in Party numbers was used by many students.

Following is a high level response to Question 4c.

*Lenin's promise of 'Peace, Land, Bread' and 'All Power to the Soviets' in his April Thesis of April 4th 1917 did, as this representation suggests, gain the Bolshevik party more widespread support as it so directly addressed the grievances of the soldiers, peasantry and urban workers. However his ideas were not well received within the Bolshevik party – the party newspaper Pravda even refused to print his ideas as they were too radical, casting doubt on the image of a universally accepted and visionary leader that is portrayed in this representation. The fact that Lenin only arrived in Petrograd (after he had fled in July 1917) at the end of the Bolshevik takeover of October 26th 1917, most of which was organised by Leon Trotsky, also seems to contradict this representation's view of the Bolshevik party as mainly driven by Lenin alone, shown by the sole focus of the graphic upon his figure. The image presents the soviet view that the Bolshevik party was a party of 'the people' and had support of the urban workers, peasantry and soldiers who are all clearly represented in the graphic.*

Following is an example of a high level response to Question 4d. This response uses the representation and the given date as a starting point, correctly identifying its function and purpose. The response is firmly based on the representation and what is of value and what might be questioned. The use of precise factual information as evidence and the discussion of contrasting views of historians is clearly delivered and goes beyond a mere labelling of schools of thought. The response engages with the viewpoints in relation to the event portrayed in the representation.

*The representation produced during the Stalinist era in 1947 is clearly Soviet propaganda justifying the Bolsheviks taking power in the October revolution. It is of value in presenting the Soviet view, also supported by the CPSU, that the Bolsheviks had mass support during the October Revolution. This representation, however, fails to acknowledge the indecisiveness of the Provisional Government on World War 1, which had cost Russia over 8 million casualties by this time, and returning land to the peasants,*

# 2007 Assessment Report



many of whom were simply taking it from landlords in the countryside. While Revisionist historians such as Shiela Fitzpatrick and Figes place more emphasis on the failings of the Provisional Government as a cause of the Bolsheviks coming to power, they do acknowledge the genuine socio-economic grievances of the population and the support for the Bolsheviks amongst the urban workers. Pipes, however, a Liberal historian claims that there was no mass support for the Bolsheviks and that 'the so called October Revolution was a classic coup d'etat' – a mere political change of power with no mass support from below.

## China

Students had little trouble connecting this graphic to the triumphant end of the Long March and identifying this as mythology or propaganda.

## Part 2 – Creating a new society

| Revolution chosen | None | America | France | Russia | China |
|-------------------|------|---------|--------|--------|-------|
| %                 | 2    | 6       | 26     | 44     | 22    |

## Question 5

| Marks | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | Average |
|-------|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|---------|
| %     | 3 | 2 | 3 | 3 | 3 | 3 | 4 | 5 | 4 | 5 | 7  | 5  | 7  | 9  | 9  | 8  | 6  | 5  | 5  | 3  | 2  | 11.0    |

Students should be taught to focus their response to this section on the new society rather than construct a comparison between the old regime and the new society. Too many students explored aspects of the regime before the revolution.

The best essays referred closely to the terms in the question and used a range of evidence to support their interpretation. They referred to historians' views as a form of evidence and many responses successfully referred to a range of quotes from a variety of historians. The highest scoring essays used specific factual evidence such as statistics, quotes, dates, names, policies and/or events to support all their points, and maintained focus on the question throughout the response. The best essays clearly and accurately named different groups of people rather than naming generalised groups such as 'the people', 'the rich' or 'the poor' or classifying all those who were not nobility as peasants. Weak responses tended towards a narration that described anything about the revolution, often without clear relevance.

Most students used the three pages provided in the exam booklet efficiently and some made use of the extra space at the end of the booklet. Successful answers were confined to this space.