



# Victorian Certificate of Education 2005

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

## STUDENT NUMBER

Letter

Figures

Words

|  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

## HISTORY: Revolutions

### Written examination

Friday 11 November 2005

Reading time: 3.00 pm to 3.15 pm (15 minutes)

Writing time: 3.15 pm to 5.15 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 25 pages.
- A script book is available from the supervisor if required.

### Instructions

- Write your **student number** in the space provided above on this page, and on the front cover of any script book used.
- All written responses must be in English.

### At the end of the examination

- If a script book is used, place it inside the front cover of this question and answer 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

Answer all questions in Section A. You are required to use the **same revolution** for all questions in this section.

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

For each question in Part 1, indicate the option (**a.**, **b.**, **c.** or **d.**) you have chosen in the box provided.

### Question 1

Choose **one** of the following.

- a. How did the ideas of Thomas Paine, published in his pamphlet *Common Sense*, contribute to the development of a revolutionary situation in the American colonies by 1776?

**OR**

- b. How did the ideas of Abbe Sieyes contribute to the development of a revolutionary situation in France in 1789?

**OR**

- c. How did Lenin's ideas contribute to the development of a revolutionary situation in Russia in 1917?

**OR**

- d.** How did Sun Yat Sen's ideas contribute to the development of a revolutionary situation in China in 1911?

Either **a.**, **b.**, **c.** or **d.**

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.



## Question 2

a. Explain the importance of the Stamp Act of 1765 in the development of the American Revolution between 1765 and 1770.

b. Explain the importance of the storming of the Bastille in the development of the French Revolution between July and August 1789.

c. Explain the importance of the abdication of Tsar Nicholas II in the development of the Russian Revolution between February 1917 and October 1917.

d. Explain the importance of the Shanghai Massacre in 1927 in the development of the Chinese Revolution.



Either **a.**, **b.**, **c.** or **d.**

**END OF PART 1**

**SECTION A – continued**

**TURN OVER**



## Part 2 – Creating a new society

### Question 3

Choose **one** of the following. Write on the **same** revolution you used to answer Questions 1 and 2.

#### America [1776–1789 Inauguration of George Washington]

#### Countryman on the new American Constitution

**Reference:** Edward Countryman, *The American Revolution*, pp. 199–200

We can begin to understand [the American Revolution] if we compare the Constitution with what went before. The contrast with the Articles of Confederation is obvious, but Gordon Wood and J.R. Pole have shown that the real frame of reference lies in the states. The Framers wrote a document that bore a strong resemblance to the New York constitution of 1777 and to the Massachusetts constitution of 1780. Like them, it provided for an executive that would be much more than simply a means for carrying out the legislature's will. Like them, it established a legislature of two houses, roughly equal in power and neither dependent on the other. Like the Massachusetts constitution, it rested its claims to legitimacy on having been written by a special convention and then ratified\* in a manner that approached a popular decision. The Constitution was most emphatically a republican document. It established a political order that came as close as possible to having its basis in the consent of the people whom the government would rule.

But even by the standards of the day, it was not democratic . . . the Constitution aimed to limit involvement, not to encourage it . . . The senators would owe their office to the state governments, not to direct election. That and their six year terms would give them considerable immunity from popular pressure. Because there would be only two from each state, it was a fair prediction that only a man of considerable prominence could hope to win a seat. Even the House of Representatives was a far remove from the state assemblies. Initially, it would have only sixty-five members, making it not much more than a quarter the size of the assembly of Massachusetts. The House would represent constituencies as large as thirty thousand people, which was nearly the population of the whole state of Delaware . . . The two-year term of the representatives would be twice as long as the terms of most state assemblymen . . . [These provisions] . . . all served to insulate them [elected members of the new federal government] from what “the people” might want.

\* formally approved

a. What two state constitutions does Countryman suggest guided the Framers of the Constitution?

i. \_\_\_\_\_

ii. \_\_\_\_\_

2 marks

b. i. According to Countryman, what did the Framers of the Constitution believe gave legitimacy to the Constitution?

\_\_\_\_\_

ii. How does Countryman suggest the Constitution was ratified?

\_\_\_\_\_

2 marks

c. Name one specific provision relating to the Senate and one relating to the House which Countryman believes reflected the Constitution's nondemocratic nature.

i. the Senate \_\_\_\_\_

ii. the House of Representatives \_\_\_\_\_

2 marks

**SECTION A – Part 2 – continued**



- d. Using your own knowledge explain the major differences between the Articles of Confederation and the Constitution.

---

---

---

---

---

---

---

---

---

---

6 marks

- e. Explain the usefulness of this extract in understanding the nature of the challenges to the new society and the direction taken by the new political order between 1783 and 1789 to meet those challenges.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

8 marks

**OR**



**France [5th August 1789–1795 Dissolution of the Convention]****Doyle on The flight to Varennes****Reference:** William Doyle, *The Oxford History of the French Revolution*, p.152

The flight to Varennes was the Revolution's second great turning-point. Like the oath of the clergy, it forced Frenchmen to make choices that most would have preferred not to face. Even if it had succeeded choices would have been unavoidable. Whether the king merely intended, as he claimed, to go to Montmedy and negotiate from that safe distance; or whether, as most suspected (and his brother, Provence, who at the same time did reach the Austrian Netherlands, put about), he intended to emigrate and return at the head of Austrian armies, the achievements of the Revolution up to that moment would have been fundamentally challenged. Diplomats thought war would have been precipitated there and then. The failure of the attempted escape postponed the danger – but demanded choices of a different order. The Monarch had renounced the Revolution, and had explained why at great length in the proclamation he left behind. He complained of imprisonment in Paris, violation of property, and 'complete anarchy in all parts of the empire'. He denounced betrayal of the wishes expressed in the *cahiers*, the lack of power accorded to the Crown under the new constitution, the tentacular power usurped by the Jacobin clubs, and implicitly, the new religious order. How could such a man remain head of State? The blackest suspicions of the Parisian populace and radical leaders were confirmed. Republicans now came into the open. All over the capital symbols of royalty were attacked and defaced, and on 24 June the Cordeliers Club delivered a petition to the National Assembly to depose the king or consult the Nation on his fate in a referendum. A crowd of 30,000 escorted its presenters.

a. What two indications are given by Doyle that the king lost popularity after the flight to Varennes?

i. \_\_\_\_\_

ii. \_\_\_\_\_

2 marks

b. What two reasons are given by Doyle for his claim that the achievements of the revolution were fundamentally challenged?

i. \_\_\_\_\_

ii. \_\_\_\_\_

2 marks

c. What were two of the indications, according to Doyle, that the king had renounced the revolution in the proclamation which he left behind?

i. \_\_\_\_\_

ii. \_\_\_\_\_

2 marks



- 
- 
- 
- 
- 

- 
- 
- 
- 
- 

e. Explain the usefulness of this extract in understanding the nature of the threat to the new society and the direction taken by the revolution from June 1791 until January 1793.

[illegible]

**SECTION A – Part 2 – continued**  
**TURN OVER**



**Russia [November 1917–1924 death of Lenin]****Pipes on Lenin's attitude to the Russian civil war**

**Reference:** Richard Pipes, *Russia Under the Bolshevik Regime, 1919–1924*, pp. 5–6

To Lenin it [the civil war] meant the global class conflict between his party, the vanguard of the “proletariat,” and the international “bourgeoisie”: “class war” in the most comprehensive sense of the term, of which the military conflict was only one dimension. He not only expected civil war to break out immediately after his taking power, but took power in order to unleash it. For him the October coup d'état would have been a futile adventure if it did not lead to a global class conflict. Ten years before the revolution, analysing the lessons of the Paris Commune, Lenin agreed with Marx that its collapse was caused by its failure to launch a civil war. From the moment the World War broke out, Lenin denounced pacifistic socialists who called for an end to the fighting. True revolutionaries did not want peace: “This is a slogan of philistines and priests. The proletarian slogan must be: civil war.” “Civil war is the expression of revolution . . .” wrote Bukharin and Preobrazhenskii in a widely read manual of Communism. Trotsky put it even more bluntly: “Soviet authority is organised civil war.” From such pronouncements it should be evident that the civil war was not forced on the Communist leaders by the foreign and domestic “bourgeoisie”: it lay at the heart of their political program.

**a.** Name two things civil war meant to Lenin according to Pipes.

i. \_\_\_\_\_

ii. \_\_\_\_\_

2 marks

**b.** What two reasons are given by Pipes that Lenin regarded the October coup d'état as futile without civil war?

i. \_\_\_\_\_

ii. \_\_\_\_\_

2 marks

**c.** According to Pipes, what two reasons did Bolshevik revolutionary leaders give for asserting that civil war must be a ‘proletarian slogan’?

i. \_\_\_\_\_

ii. \_\_\_\_\_

2 marks



- 
- 
- 
- 
- 

- 
- 
- 
- 
- 

[illegible]

**SECTION A – continued**  
**TURN OVER**



**China [1949–1976 death of Mao]****Lee Feigon on the *Great Leap Forward***

**Reference:** Lee Feigon, *Mao: A Reinterpretation*, pp. 122–123

The essential idea of the Great Leap Forward was to put most of the excess population to work in the new labor-intensive industries that required little or no capital investment. Everywhere an effort was made to develop small and medium-scale industries that could supplement the large, expensive factories already in the cities.

Since steel was a focus of the campaign, ingenious local efforts to increase steel production received much attention. Soon every village in China was constructing a small backyard steel furnace . . .

In addition to backyard furnaces, many areas built small chemical and fertilizer plants. In some places peasants mined small coal deposits as a way of increasing the local fuel supply. The Party mobilised armies of peasants to reclaim land, improve soil, and develop irrigation and water-control projects. In cities and towns throughout China, millions screamed and shook trees to confuse sparrows so that they could be easily killed . . . (Mao mistakenly believed that sparrows ate grain. When he was finally persuaded that in fact they ate insects, he substituted bedbugs for sparrows.)

- a. i. What does Lee Feigon suggest was the main purpose of the Great Leap Forward?

---

- ii. How does Lee Feigon suggest it was achieved?

---

2 marks

- b. What two examples of mass participation by the Chinese peasants are given by Lee Feigon?

i. 

---

ii. 

---

2 marks

- c. i. What is Lee Feigon's attitude to the mass killing of sparrows?

---

- ii. What does Lee Feigon suggest was wrong with the Chinese Communist Party's policy of the mass killing of sparrows?

---

2 marks



- 
- 
- 
- 
- 

- 
- 
- 
- 
- 

e. Explain the usefulness of the extract in understanding the full impact of the Great Leap Forward (1958–1961).

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

**END OF SECTION A**  
**TURN OVER**



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

Answer both questions. The revolution you choose for Section B **must be different from** the revolution you chose for Section A. Use this **second revolution** to answer both questions in this section.

**Part 1 – Revolutionary ideas, leaders, movements and events****Question 4**

Choose **one** of the following.

**America [1763–1776]**



The Bostonians Paying the Excise-man or Tarring and Feathering.



**a.** Name two political groups which are represented in the drawing.

i. \_\_\_\_\_

ii. \_\_\_\_\_

2 marks

**b.** Name two ways in which the representation portrays opposition to the British Government.

i. \_\_\_\_\_

ii. \_\_\_\_\_

2 marks

**c.** What is the significance of the tree and the upside-down Stamp Act notice?

i. \_\_\_\_\_

ii. \_\_\_\_\_

2 marks

**d.** Using your own knowledge, explain the causes of the actions depicted in the representation.

---

---

---

---

---

---

---

---

---

---

---

---

6 marks



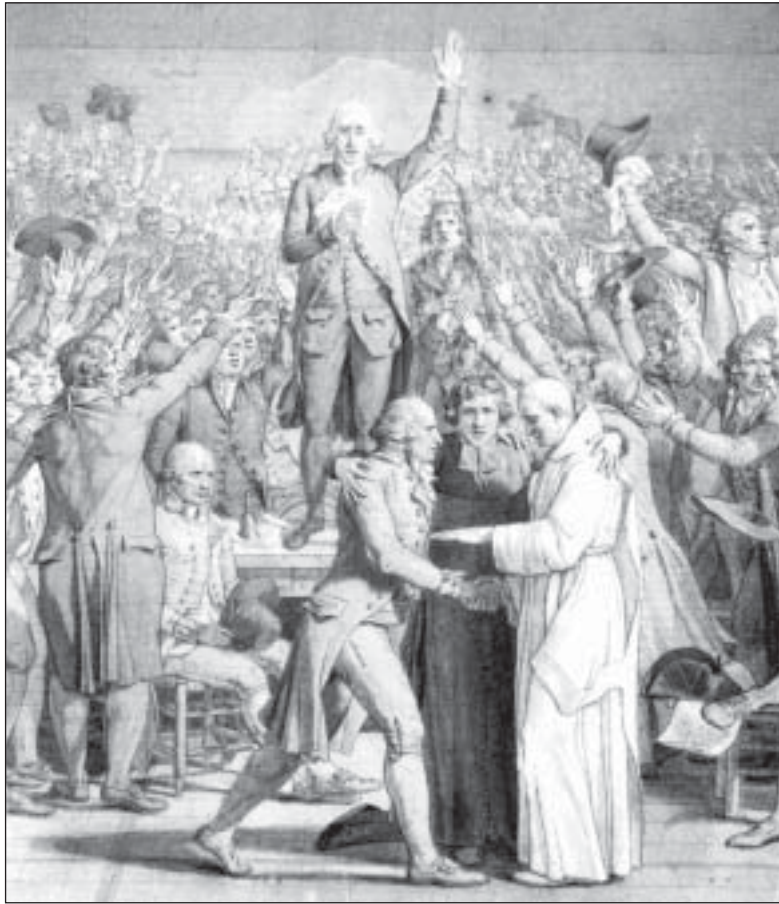
- e. To what extent is this representation useful in understanding the erosion of the colonists' confidence in the British Government between 1763 and 1776?

[illegible]

8 marks

**OR**



**France [1781–4 August 1789]**

Detail of The Tennis Court Oath, 20 June 1789

- a. Name two social groups depicted in the representation.

i. \_\_\_\_\_

ii. \_\_\_\_\_

2 marks

- b. What details in the representation show change from the traditional order?

i. \_\_\_\_\_

ii. \_\_\_\_\_

2 marks

- c. What revolutionary ideas are symbolised by the three figures embracing in the foreground and the figure seated at the table who is not joining in with the actions of the crowd?

i. \_\_\_\_\_

ii. \_\_\_\_\_

2 marks



- d.** Using your own knowledge, explain the causes of the event of 20 June 1789.

---

---

---

---

---

---

---

---

---

---

6 marks

- e.** To what extent is this representation useful in understanding perceived inequalities that contributed to the revolution?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

8 marks

**OR**



Russia [1905–October 1917]



Soviet poster '1905' depicting 'Bloody Sunday'

The heading on the poster reads 'Caricature page of the best newspaper of all newspapers'. The word on the flag reads 'freedom'.

- a. Name two social groups suggested by the figures depicted in the representation.

i. \_\_\_\_\_

ii. \_\_\_\_\_

2 marks

- b. Name two revolutionary ideas that are shown in the representation.

i. \_\_\_\_\_

ii. \_\_\_\_\_

2 marks



- c. Name two causes of social tension and ideological conflict leading to the Russian Revolution suggested by the representation.

i. \_\_\_\_\_

ii. \_\_\_\_\_

2 marks

- d. Using your own knowledge, explain this representation's view of the events of January 1905 ('Bloody Sunday').

---

---

---

---

---

---

---

---

---

---

---

6 marks



- 
- 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.

8 marks

OR



**China [1898–1949]**

Soldiers conscripted for the Nationalist Party's army

- a. Name two social groups shown in the representation of conscription during the Japanese invasion (1937–1945).

i. \_\_\_\_\_

ii. \_\_\_\_\_

2 marks

- b. What two details in the representation suggest how the people regarded conscription (1937–1945)?

i. \_\_\_\_\_

ii. \_\_\_\_\_

2 marks

- c. What two features from the representation show the artist is critical of Chiang Kai Shek's policy of forced conscription?

i. \_\_\_\_\_

ii. \_\_\_\_\_

2 marks



- d. Using your own knowledge, explain what the representation suggests about how the Nationalist Army may have differed from the Red Army from 1937 to 1945.

---

---

---

---

---

---

---

---

---

---

6 marks

- e. To what extent is this representation useful in understanding the final defeat of the Nationalists by the Communists in 1949?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

8 marks

**END OF PART 1**  
**SECTION B – continued**  
**TURN OVER**



**Part 2 – Creating a new society****Question 5**

Choose **one** of the following and write an extended response in the space provided. Write on the **same revolution** you used to answer Question 4.

- a.** Discuss the extent to which the new order achieved political change. Provide evidence to support your answer.

**OR**

- b.** Discuss the extent to which significant change occurred in the way people lived in the new society. Provide evidence to support your answer.

**OR**

- c.** Discuss the extent to which crises and compromise endangered the new order. Provide evidence to support your answer.

20 marks

Working space



Either **a.**, **b.** or **c.**



**SECTION B – Part 2 – continued**



[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.

**END OF QUESTION AND ANSWER BOOK**