

2011 Sample Exam



HISTORY TEACHERS' ASSOCIATION of VICTORIA

HISTORY: Revolutions Written examination

Date: _____

Reading time: _____ to _____ (15 minutes)

Writing time: _____ to _____ (2 hours)

QUESTION BOOK

Structure of book

| <i>Section</i> | <i>Number of questions</i> | <i>Number of questions to be answered</i> | <i>Number of marks</i> |
|----------------|----------------------------|-------------------------------------------|------------------------|
| 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.

Disclaimer: The HTAV takes no responsibility should the examination paper students sit actually differ in layout or design to these sample papers. Nor does the HTAV claim, in any way, that the questions in these sample papers will be those the students will actually answer in the final examination. Please note the number of pages in the sample exam may differ to the VCAA examination paper.

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 | 5 |
| Russia | 6 |
| China | 7 |

SECTION A – continued

America

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

Question 1

Using three or four points, explain the importance of the Proclamation Declaration of 1763 as a starting point in the hostilities between Britain and her American Colonies.

10 marks

Question 2

Using three or four points, explain how Congress justified in the Declaration of Independence the cutting of ties between the American Colonies and the British government.

10 marks

Creating a new society – American Revolution 1776 to 1789

Question 3

Circular of John Hancock (President of Congress) to the Assemblies of New-Hampshire, Massachusetts-Bay, Connecticut, and Rhode-Island, and Conventions of Pennsylvania, Delaware Philadelphia, September 3, 1776.

GENTLEMEN: Our enemies being determined to make a powerful attack on *New-York* and the States adjoining ... and having for this purpose collected their whole force from every part of the continent, it is incumbent on the *United States of America* to take the most effectual measures to defeat this deep laid scheme against their country.

The Congress have just received information from General *Washington* of the very great and superior strength of the enemy, and ... nothing will prove an adequate remedy in our present circumstances but the most vigorous exertions on our part. I am, therefore, by order of Congress, to request you will immediately send all the aid in your power to our army at *New-York*.

The state of our affairs is so extremely critical that delay may be attended with fatal consequences. Suffer me, therefore, to press you, in the name and by the authority of your country, to an immediate [response], and with all the earnestness so naturally suggested by the importance of the cause. Although I doubt not your own [passion] would be a sufficient stimulus when called on by the voice of Liberty, yet my anxiety is so great I cannot refrain on the present occasion from beseeching [begging] you to exert yourselves. Everything is at stake. Our religion, our liberty, the peace and happiness of posterity, are the grand objects in dispute, which, that we may be able to preserve and transmit to future generations, is the constant and uninterrupted wish ...

Gentlemen, your most obedient and very humble servant,

J. HANCOCK, *President*.

- a. According to Hancock, what **two** things made the enemy so strong?
2 marks
- b. What was at stake if the Americans did not exert themselves in their response to the crisis?
2 marks
- c. Using your knowledge and the extract, describe the challenges that confronted the Americans in the revolutionary war with Britain.
6 marks
- d. To what extent does Hancock's circular provide a reliable representation of the threat facing the United States of America in 1776? In your answer refer to different views on why America won the War of Independence.
10 marks

SECTION A – continued

France

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

Question 1

Using three or four points, explain how economic crises between 1781 and 1788 created pressure for revolutionary change in France by 1789.

10 marks

Question 2

Using three or four points, explain how the actions of Comte de Mirabeau contributed to the development of the French Revolution by July 1789.

10 marks

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

Question 3

Albert Soboul writing about the need for Terror in the new society in France in *The French Revolution, 1787-1799* (1962), pp. 388-9

The Terror, therefore, was in essence an instrument of national and revolutionary defence against rebels and traitors. Like the civil war of which it was no more than one aspect, the Terror had the effect of cutting off from the rest of the nation elements incapable of being assimilated into society, either because they were aristocratic or because they had attached themselves to the aristocracy. It conferred upon the government Committees that coercive power which allowed them to restore the authority of the State and to impose on all citizens the rules demanded in the interests of public safety. It contributed to the development of a feeling of national solidarity by silencing for a brief moment the selfish interests of particular social classes. Above all it allowed the government to impose the controlled economy which was necessary for the war effort and for the safety of the nation. In this sense it was an important factor if victory were to be won.

a. Identify **two** groups the Terror was used against, according to Soboul.

2 marks

b. Identify **two** benefits that Soboul suggests were a result of implementing the policy of Terror.

2 marks

c. Using your own knowledge, outline how the policy of Terror was implemented in France between 1792 and 1793.

6 marks

d. Evaluate the reliability of the extract in accounting for the use of Terror in France in the new society. In your response refer to other views on the Terror.

10 marks

SECTION A – continued
TURN OVER

Russia

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

Question 1

Using three or four points, explain why Tsar Nicholas II agreed to grant a Duma to the people of Russia in his October Manifesto of 1905.

10 marks

Question 2

Using three or four points, explain how the actions of Leon Trotsky contributed to a revolutionary situation between July 1917 and October 1917.

10 marks

Creating a new society – Russian Revolution November 1917 to 1924

Question 3

Robert Service writing about Lenin's actions and attitude in the first six months of the Bolshevik regime in *Lenin: A Biography* (2000), pp. 350-1

The Constituent Assembly's dispersal and the signature of the Treaty of Brest-Litovsk confirmed Lenin's will to stay in power even if every other political party, group and individual in the country remained opposed. The Bolshevik party under his leadership had driven even the Left Socialist-Revolutionaries away. This was not the only result. The movements and clarifications of governmental policy had done much to alienate broad sections of opinion in society. Workers and, when they heard about the October Revolution, peasants had welcomed Sovnarkom's decrees; but as Lenin and the Bolshevik Central Committee developed policy, they encountered hostility in many quarters. Equally importantly, they met with apathy [lack of interest/concern]. The Bolsheviks were ruling what was left of the Russian Empire, which was mainly the Russian-inhabited regions, as a beleaguered [threatened] political minority. And their awareness of this led them to harden their attitudes. They felt that the best way to deal with trouble was to get together rather than offer compromises.

- a. Identify **two** reactions of the Russian workers and peasants to Bolshevik shifts in policy.
2 marks
- b. Identify **two** reactions of the Bolsheviks to their realisation that they were a 'beleaguered political minority.'
2 marks
- c. Using the extract and your own knowledge, outline what difficulties Lenin faced in maintaining power in the first six months of the Bolshevik government.
6 marks
- d. Evaluate to what extent this extract is useful as a commentary on the actions and attitude of Lenin in the early stages of his rule. Refer to other views in your response
10 marks

SECTION A – continued

China

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

Question 1

Using three or four points, outline the *aims* and the *outcomes* of the First United Front between the Guomindang (GMD) and Chinese Communist Party (CCP) between 1923 and 1927.

10 marks

Question 2

Using three or four points, explain how the period in Yan' an [Yenan] consolidated the revolutionary ideals of the CCP.

10 marks

Creating a new society– Chinese Revolution 1949 to 1976

Question 3



‘Hold high the great red banner of Mao Zedong Thought – Thoroughly smash the rotting counterrevolutionary revisionist line in literature and the arts.’ April 1967.

SECTION A – continued
TURN OVER

- a. Identify **two** groups of people involved in the movement against counter-revolutionaries in China.
2 marks
- b. Identify **two** aspects of the poster which suggest that aggression would be tolerated in the Great Proletarian Cultural Revolution.
2 marks
- c. Using your own knowledge and the representation, explain Mao's intentions in launching the Cultural Revolution.
6 marks
- d. Discuss the usefulness of this representation in understanding the process by which the Cultural Revolution was waged between 1966 and 1976. In your response refer to different views of the significance of the effects of the Cultural Revolution.
10 marks

SECTION A – continued

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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 | 11 |
| France | 13 |
| Russia | 15 |
| China | 17 |

America

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

Question 1



Bostonians Reading the Stamp Act, 1765 print. New York Public Library.

- Identify aspects of the print that show the significance of the passing of the Stamp Act.

2 marks
- Identify **two** details of the print (**not** mentioned above) that suggest that the passing of the Stamp Act was of concern for the people of Boston.

2 marks
- Using your own knowledge and the representation, describe how the American colonists responded to the Stamp Act.

6 marks
- Discuss the extent to which this representation presents a reliable view of events in the colonies in 1765. In your response refer to different views of the significance of British legislation (up to 1774) in the creation of a revolutionary situation.

10 marks

Creating a new society – American Revolution 1776 to 1789

Question 2

Historians have argued that after the revolutionary war the Americans were surprisingly successful in developing a system which enshrined the ideals of the revolution.

Do you agree?

Use evidence to support your answer.

20 marks

France

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

Question 1



This Will Not Long Endure (Ça ne durera pas toujours). A satirical engraving conveying the imminent overturning of the social injustices associated with the *ancien regime*, published in 1789.

- a. Who or what is represented by the human figures in the engraving?
2 marks
- b. What features of the engraving illustrate the division between the estates?
2 marks
- c. The title of the engraving suggests that ‘This will not long endure.’ Which aspects of the old regime did the Third Estate wish would not long endure/last?
6 marks
- d. To what extent is this representation useful in understanding the causes of tension and conflict generated in the old regime? Give reasons for your answer.
10 marks

**SECTION B – continued
TURN OVER**

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

Question 2

Historian Albert Soboul argued that the French Revolution shattered the political framework of the old regime.

Do you agree that the political structure of French society was completely changed by 1795?

Use evidence to support your answer.

20 marks

SECTION B – continued

Russia

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

Question 1

Nicholas II’s Decree of Abdication delivered at Pskov on March 2nd [Julian calendar] at 3.05pm [1917]

In the days of the great struggle against the foreign enemies, who for nearly three years have tried to enslave our fatherland, the Lord God has been pleased to send down on Russia a new heavy trial. Internal popular disturbances threaten to have a disastrous effect on the future conduct of this persistent war. The destiny of Russia, the honour of our heroic army, the welfare of the people and the whole future of our dear fatherland demand that the war should be brought to a victorious conclusion whatever the cost. The cruel enemy is making his last efforts, and already the hour approaches when our glorious army together with our gallant allies will crush him. In these decisive days in the life of Russia, We thought it Our duty of conscience to facilitate for Our people the closest union possible and a consolidation of all national forces for the speedy attainment of victory.

In agreement with the Imperial Duma We have thought it well to renounce the Throne of the Russian Empire and to lay down the supreme power. As We do not wish to part from Our beloved son, We transmit the succession to Our brother, the Grand Duke Michael Alexandrovich, and give Him Our blessing to mount the Throne of the Russian Empire. We direct Our brother to conduct the affairs of state in full and inviolable union with the representatives of the people in the legislative bodies on those principles which will be established by them, and on which He will take an inviolable oath.

In the name of Our dearly beloved homeland, We call on Our faithful sons of the fatherland to fulfill their sacred duty to the fatherland, to obey the Tsar in the heavy moment of national trials, and to help Him, together with the representatives of the people, to guide the Russian Empire on the road to victory, welfare, and glory.

May the Lord God help Russia!

(signed)

(countersigned)

NICHOLAS II

FREDERICKS, MINISTER OF THE IMPERIAL COURT

- a. Identify **two** reasons Nicholas II offers to explain his abdication. 2 marks
- b. Identify **two** objectives that Nicholas hoped to achieve by proclaiming this abdication. 2 marks
- c. Using your own knowledge, explain the chain of events that forced the Tsar to announce his abdication in March 1917. 6 marks
- d. Evaluate to what extent this decree throws light upon the role of Nicholas II in causing the 1917 February Revolution. In your response refer to different views of the Tsar’s role in the February Revolution. 10 marks

SECTION B – continued
TURN OVER

Creating a new society – Russian Revolution November 1917 to 1924

Question 2

Historian Orlando Figes argues that by 1921, if not earlier, the Russian Revolution had come full circle, and a new autocracy had been imposed on Russia which in many ways resembled the old one.

Do you agree?

Use evidence to support your answer.

20 marks

SECTION B – continued

China

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

Question 1

Report from the National Conference of the Communist Party of China, held in Yan'an [Yenan] in May 1937

The present situation shows that the attempts of Japanese imperialism to annex China have shocked the whole country and the whole world. Changes have taken place, or are taking place, in the relations between all classes, strata, political parties and armed forces in China's political life ... Therefore, the Party's tactical line is to arouse, unite and organize the revolutionary forces throughout the country and among all the nationalities to oppose the chief enemy confronting them, namely, Japanese imperialism and the arch-traitor Chiang Kai-shek [Jiang Jieshi].

All people, all parties, all armed forces and all classes ... should unite and wage the sacred national revolutionary war, drive the Japanese imperialists out of China, overthrow the rule of their running dogs in China, achieve the complete liberation of the Chinese nation and safeguard China's independence and territorial integrity ... Of course, different individuals, different organizations, different social classes and strata and the various armed forces join the anti-Japanese national revolution from different motives and with different class standpoints ... Our task is to unite not only all possible basic forces but also all potential allies likely to resist Japan and enable the people throughout the country who have labour power to give labour power, those who have money to give money, those who have guns to give guns, and those who have knowledge to contribute knowledge, leaving no patriotic Chinese outside the anti-Japanese front. Such is the general line of the Party's tactics for the broadest possible national united front ...

The Chinese working class and peasantry remain the basic motive forces of the Chinese revolution. The broad masses of the petty bourgeoisie and the revolutionary intellectuals are their most reliable allies in the national revolution. A solid alliance of the workers, the peasants and the petty bourgeoisie is the basic force for defeating Japanese imperialism and the traitors and collaborators.

- a. What tactical response was advocated at the National Conference of the Communist Party to the Japanese attack?
2 marks
- b. According to the report what was the basic force for defeating Japanese imperialism and traitors?
2 marks
- c. Using your own knowledge and the representation, describe the response of the Communist Party to Japanese expansion in China in 1937?
6 marks
- d. Discuss the usefulness of this document in understanding the response of the Chinese to the outbreak of war with Japan in 1937. In your response refer to different views of the significance of the Second Sino-Japanese in strengthening the position of the CCP.
10 marks

SECTION B – continued
TURN OVER

Creating a new society – Chinese Revolution 1949 to 1976

Question 2

Writer Jung Chang and historian John Halliday claim that Mao used systematic terrorisation of the population to induce long-term conformity and obedience.

Do you agree?

Use evidence to support your answer.

20 marks

END OF QUESTION BOOK

2011 Sample Exam

(Answer Book)



HISTORY TEACHERS' ASSOCIATION of VICTORIA

STUDENT NUMBER
(figures)

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STUDENT NAME
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Number of answer books used

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HISTORY: Revolutions

Written examination

Date: _____

Reading time: _____ to _____ (15 minutes)

Writing time: _____ to _____ (2 hours)

ANSWER BOOK

Read these instructions carefully

1. A question book is provided with this ANSWER BOOK.

You may read the History: Revolutions question book but do not write in or mark either book in any way until the signal to write is given.

2. Your student number and your name (given name and family name) must be written on the cover of each answer book used. If your number and name do not match the details printed on the label attached to this ANSWER BOOK, notify the supervisor.

3. Write in blue or black pen.

4. The following need to be completed in this ANSWER BOOK:

- Section A – Revolution one
- Section B – Revolution two

ALL QUESTIONS MUST BE COMPLETED IN THE CORRECT SECTION OF THE ANSWER BOOK.

Indicate in this answer book the revolution 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.

5. Do not remove any pages from the answer book.

6. You may ask the supervisor for additional answer books. Complete all details on additional answer books used.

7. Enclose any extra answer books inside the front cover of this answer book and leave them for collection by the supervisor.

8. All written responses must be in English.

SECTION A Revolution one

Indicate the revolution you have chosen for Section A by shading the relevant box.
You must NOT choose the same revolution for Section A and Section B.

America

France

Russia

China

PLEASE DO NOT WRITE IN THE SHADED AREA

SECTION A

BLUE OR
BLACK PEN
ONLY

d.

SECTION A ONLY

PLEASE DO NOT WRITE IN THE SHADED AREA

SECTION A

**BLUE OR
BLACK PEN
ONLY**

SECTION A ONLY

PLEASE DO NOT WRITE IN THE SHADED AREA

SECTION B Revolution two

Indicate the revolution you have chosen for Section B by shading the relevant box.
You must NOT choose the same revolution for Section A and Section B.

America

France

Russia

China

PLEASE DO NOT WRITE IN THE SHADED AREA

SECTION B

**BLUE OR
BLACK PEN
ONLY**

d.

SECTION B ONLY

PLEASE DO NOT WRITE IN THE SHADED AREA

SECTION B

**BLUE OR
BLACK PEN
ONLY**

SECTION B ONLY

PLEASE DO NOT WRITE IN THE SHADED AREA

SECTION B

**BLUE OR
BLACK PEN
ONLY**

SECTION B ONLY

PLEASE DO NOT WRITE IN THE SHADED AREA

SECTION B

SECTION B ONLY

An additional answer book is available from the supervisor if you need extra paper to complete your answer. Please ensure you write your **student number and your name** in the space provided on the front cover of the answer book. **At the end of the examination, place the second answer book inside the front cover of this answer book.**