

INSIGHT

Trial Exam Paper

2006

HISTORY: Revolutions

Written examination

STUDENT NAME:

QUESTION AND ANSWER BOOK

Reading time: 15 minutes Writing time: 2 hours

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 the following items into the examination: pens, pencils, highlighters, erasers, sharpeners and rulers.
- Students are NOT permitted to bring sheets of paper or white out liquid/tape into the examination.
- Calculators are not permitted in this examination.

Materials provided

- The question and answer book of 25 pages.
- Script books are available from the supervisor if required.

Instructions

- Write your name in the box provided.
- You must answer the questions in English.

At the end of the examination

• If you used any script books, place them inside the front cover of the question and answer book.

Students are NOT permitted to bring mobile phones or any other electronic devices into the examination.

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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.

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L P & U 1		20.00	A.

Choose one of the following.

a. How did the Townshend Acts contribute to demands for revolutionary change in America by 1776?

OR

b. How did the calling of the Estates-General contribute to demands for revolutionary change in France by May 1789?

OR

e. How did war contribute to demands for revolutionary change in Russia by October 1917?

d.	How did the Long March contribute to demands for revolutionary change in China by
	1949?
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Little a., v., c. or a.			
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	10 marks
Qu	estion 2
_	pose one of the following.
a.	Explain the importance of the Sons of Liberty in the development of the American Revolution before 1776.
	OR
b.	Explain the importance of the bourgeoisie in the development of the French Revolution between 1787 and July 1789.
	OR
c.	Explain the importance of the Bolshevik Party in the development of the Russian Revolution between February 1917 and October 1917.
	OR
d.	Explain the importance of Jiang Jieshi (Chiang Kai-shek) in the development of the Chinese Revolution.
	Either a., b., c. or d.
-	

10 marks END OF PART 1 SECTION A – continued TURN OVER

Part 2 - Creating a new society

Question 3

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

America

Hill on Shays' Rebellion

Reference: CP Hill, History of the United States, Edward Arnold Publishers, London, 1969, p34.

When the war was over the thirteen states found numerous difficulties in front of them. The end of the war brought its inevitable economic troubles. There was a certain amount of unemployment, notably in the northern states. The issue of paper currency during the war, notes which did not represent real wealth, made the situation worse. A peculiarly serious problem, one which crops up throughout American history, was that of debt. The farmers of the western regions of the states had borrowed heavily from the merchants of the eastern towns. After the war Britain closed the West Indian islands to American trade, and farmers could not sell their produce. Many of them were forced to sell their farms: others went to debtors' prisons. The position was worst in Massachusetts, and here in 1786 Shays' Rebellion broke out. Daniel Shays, an ex-officer, led mobs of farmers in attacks upon the courts, with the object of preventing judges from giving decisions in cases of debt. They refused to disperse when ordered to do so, and the movement turned into a rebellion which for a short time threatened Boston. Eventually the Massachusetts militia, armed with firearms, crushed the rebels, whose weapons were often pitchforks or clubs. This episode caused grave alarm among the richer inhabitants of the states, and made many men ready to welcome some stronger united government.

	Å
	2 marks
b.	According to Hill, what were two of the problems that specifically affected farmers after the war?
	P
	ii.
	2 marks

c.	Sta	ate one specific aim and one specific consequence of Shays' Rebellion.
	e per e	Aim:
	ii.	Consequence:
		2 marks
d.	Us	ing your own knowledge and the extract, explain
	ř.	why Shays' Rebellion occurred.
	e broad e produce e	why Hill believes Shays' Rebellion 'made men ready to welcome some stronger united government'.
		3 + 3 = 6 marks
		$3 \pm 3 = 0$ marks

		 ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
		

8 marks

e.

France

Rudé on the consequences of war

Reference: George Rudé, The French Revolution, Grove Press, New York, 1988, p73.

[H]ad France remained at peace with the rest of Europe, it is possible that ... the Revolution might have stopped its course or, at least, not been carried far beyond the settlement of 1791. But war broke out in April 1792 and, by the violence of its impact, immeasurably sharpened all existing tensions ... Inevitably, war gave fresh encouragement to those wishing to destroy the Revolution from within and without, and provoked in turn exceptional measures against counter-revolution, aristocracy and 'fanaticism'. It exposed the duplicity and treachery of the Court and brought about the downfall of the monarchy. It led to inflation and rising food prices, and hence to vigorous resistance and agitation by the urban sans-culottes. Through inflation, treachery, defeat and social disturbance, it compelled the Assembly, contrary to its own cherished principles, to set up a strong 'revolutionary' government, to institute the Terror, to control prices and to mobilise the nation for war.

II.	
	2 marks
Ide	ntify two repercussions of the war for the monarchy that are highlighted by Rudé.
i.	
	2 marks
Ide cor	ntify two measures, according to Rudé, undertaken by the Assembly that were strary to its original principles.
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	why, according to Rudé, the war 'sharpened all existing tensions'.
	3+3=6 n
Exp	3 + 3 = 6 n plain the usefulness of this extract in understanding the threat of counter-revolution the measures adopted by the government between 1792 and 1794.
Exj and	plain the usefulness of this extract in understanding the threat of counter-revolution
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Russia

The CPSU on the Russian civil war

Reference: Commission of the Central Committee of the CPSU (B), eds, *History of the Communist Party of the Soviet Union (Bolsheviks), Short Course*, International Publishers, 1939. Republished by David J Romagnolo, www.marx2mao.com, 1998, pp244–5.

How then is it to be explained that the Red Army, although suffering from such grave shortcomings, was able to defeat the army of the interventionists and Whiteguards which did not suffer from such shortcomings?

- The Red Army was victorious because the Soviet Government's policy for which the Red Army was fighting was a right policy, one that corresponded to the interests of the people, and because the people understood and realised that it was the right policy, their own policy, and supported it unreservedly.
 The Bolsheviks knew that an army that fights for a wrong policy, for a policy that is not supported by the people, cannot win. The army of the interventionists and Whiteguards was such an army. It had everything: experienced commanders and first-class arms, ammunition, equipment and provisions. It lacked only one thing the support and sympathy of the peoples of Russia; for the peoples of Russia could not and would not support the policy of the interventionists and Whiteguard 'rulers' because it was a policy hostile to the people. And so the interventionist and Whiteguard army was defeated.
- 2. The Red Army was victorious because it was absolutely loyal and faithful to its people, for which reason the people loved and supported it and looked upon it as their own army ...

a.	Name two groups the CPSU identifies as Bolshevik opponents during the civil war.
	i.
	ÅÅ.
	2 marks
b.	According to the CPSU, state two advantages the opposing forces had during the civil war.
	8x •
	PRO CONTRACTOR CONTRAC
	2 marks
c.	State two reasons the CPSU believes the Red Army was victorious in the civil war.
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2 marks

e presi e presi e presi	why the CPSU claims Soviet policy was 'one that corresponded to the interests of people'.
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China

Chang and Halliday on the Hundred Flowers Campaign

Reference: Jung Chang and Jon Halliday, *Mao: The Unknown Story*, Jonathan Cape, London, 2005, p435.

On 27 February 1957, Mao delivered a four-hour speech to the rubber-stamp Supreme Council announcing that he was inviting criticisms of the Communist Party. The Party, he said, needed to be accountable and 'under supervision'. He sounded reasonable, criticising Stalin for his 'excessive' purges, and giving the impression there were going to be no more of these in China. In this context, he cited an adage, 'Let a hundred flowers bloom'.

Few guessed that Mao was setting a trap, and that he was inviting people to speak out so that he could then use what they had said as an excuse to victimise them. Mao's targets were intellectuals and the educated, the people most likely to speak up. After taking power, Mao's policy had been to give them a generally better standard of living than the average. Those who were well-known or 'useful' were given special privileges. But Mao had put them through the grinder several times, not least with 'thought reform', which he himself described as brainwashing: 'Some foreigners say our thought reform is brainwashing. I think that's right, it is exactly brainwashing.' In fact, even the fearsome term 'brainwashing' does not conjure up the mental anguish of the process, which bent and twisted people's minds. Now Mao was planning to persecute the educated en masse.

i.
ii
2 marks
Identify the two groups Chang and Halliday believe Mao was targeting with the Hundred Flowers Campaign.
i.
ii.
2 marks
State two ways Chang and Halliday claim the intellectuals were advantaged after Mao took power.
Å
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i.	why Chang and Halliday are critical of Mao's 'thought reform'.
.	3+3=6 r
	3 + 3 = 6 rolain the usefulness of this extract in understanding the impact of the Hundred wers Campaign.
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SECTION B - Revolution Two

Instructions for Section B

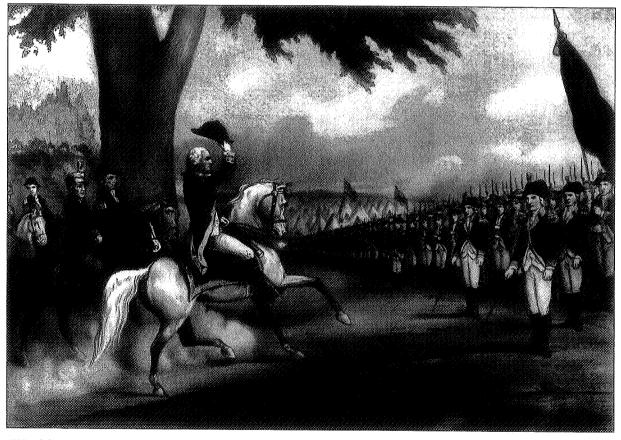
Answer both questions. The revolution you choose for Section B must be different from the revolution you chose for Section A. Use this second revolution to answer both Questions 4 and 5 in this section.

Part 1 - Revolutionary ideas, leaders, movements and events

Question 4

Choose one of the following revolutions.

America



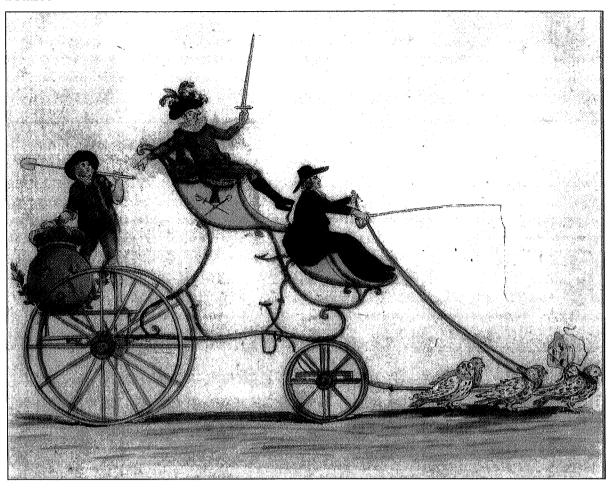
'Washington Taking Command of the American Army, at Cambridge, Massachusetts July 3rd 1775', copy of lithograph by Currier and Ives, 1876.

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		2 marks
	iting two specific details, how does this representation portray the Colonial Ar	•
H.		
N	ame two revolutionary ideas that are shown in this representation.	2 marks
o pasa		
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	sing your own knowledge, evaluate this representation's view of the War of independence.	
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n the American	his representation useful in understanding George Washington's reevolution up to 1776?
	·

8 marks

France



'Departure of the Three Orders for Versailles', Anon, 1789–99. Cornell University Library.

Name two details that depict the Second Estate in this representation.

i.	
R.	
	2 marks
Name two details that depict the Third Estate in this representation.	
Åo	
ii.	
	2 marks
Name two criticisms that are made of the ancien régime in this representation.	
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	2 marks

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Russia

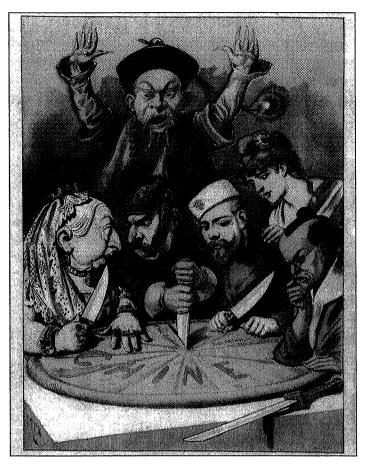


'Peasants and Workers – Unite Against the Priests and Barons', propaganda poster by Aleksandrs Apsit, 1920. Museum of the Revolution, Moscow, Russia.

ą,	State two details that are used to symbolise the workers in this representation.	
	į.	
	ii.	
		2 marks
).	State two details that are used to symbolise the peasants in this representation.	
	ž	
		2 marks
20	Name two revolutionary ideas that are shown in this representation.	
	i.	
	ii	
		2 marks

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China



'European powers slice the Chinese cake', cartoon by H Meyer from French magazine *Le Petit Journal*, 1898. Mary Evans Picture Library.

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		2 marks
	Name two details in this representation that suggest how the Chinese people perce foreign involvement.	eived
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	**	2 marks
9,000	**	2 marks

2 marks

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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 crises forced the new regime to compromise. Provide evidence to support your answer.

OR

b. Discuss the extent to which life improved in the new society. Provide evidence to support your view.

OR

c. Discuss the extent to which the new regime solved problems of political leadership. Provide evidence to support your answer.

20 marks

Working space

	Either a., b. or c.	
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	_
A script book is available from the supervisor if you need extra paper to complete your answer. Please ensure you write your name 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