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INSIGHT
Trial Exam Paper

2010

HISTORY: Revolutions

Written examination

STUDENT NAME:

QUESTION AND ANSWER BOOK

Reading time: 15 minutes

Writing time: 2 hours

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 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 39 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**

Indicate below the revolution you have chosen for Section A.
 Answer all questions (Part 1 and Part 2) for this revolution in this section.
 You must **not** choose the same revolution for Section A and Section B.

Parts 1 and 2**Revolution****Page**

America.....	3
France	8
Russia	13
China	18

Section A choice (tick one only)

America

France

Russia

China

Question 2

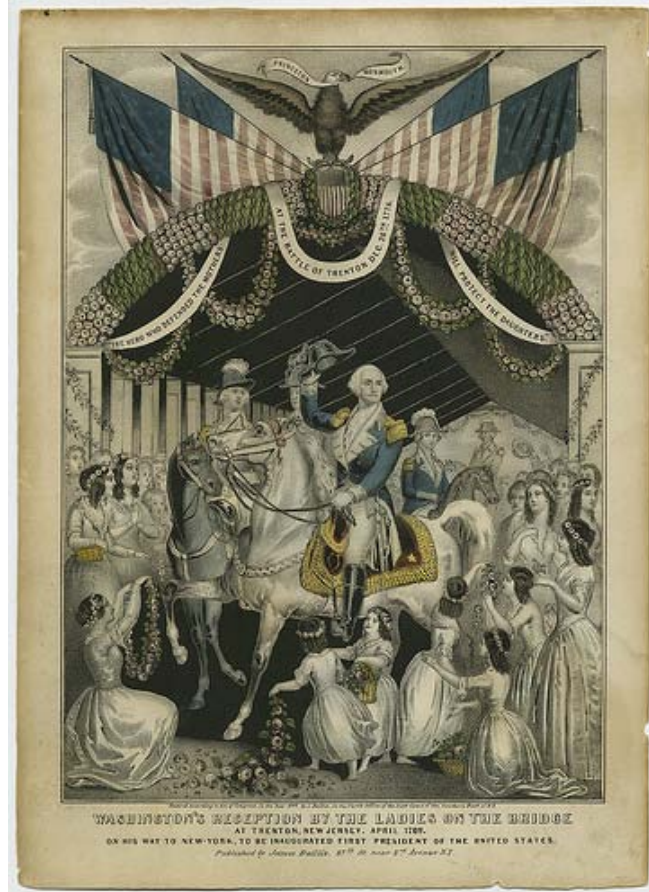
Using three or four points, explain the importance of Enlightenment ideas in the development of the American Revolution by 1776. Provide evidence to support your answer.

10 marks

Part 2 – Creating a new society

America [1776-1789]

Question 3



Inauguration Celebration for George Washington (1845)
 (Cornell University Collection of Political Americana, Cornell University Library)

- a.** Identify and briefly explain the significant event depicted in this visual representation.

2 marks

- b.** Identify from the visual representation **two** symbols representing revolutionary ideas.

i. _____

ii. _____

2 marks

SECTION A – Question 3 – continued
TURN OVER

- c. Using your knowledge and the visual representation, explain the major features of the new government George Washington was to lead in 1789.

6 marks

France

Part 1 – Revolutionary ideas, leaders, movements and events

France [1781-4 August 1789]

Question 1

Using three or four points, explain the importance of Necker’s Compte Rendu in 1781 in the development of the French Revolution by August 1789. Provide evidence to support your answer.

10 marks

Question 2

Using three or four points, explain the importance of Enlightenment ideas in the development of the French Revolution by August 1789. Provide evidence to support your answer.

10 marks

SECTION A – continued
TURN OVER

Part 2 – Creating a new society

France [5 August 1789-1795 Dissolution of the Convention]

Question 3



Guillotining of Marie Antoinette in 1793

a. Identify **two** groups represented in the visual representation.

i. _____

ii. _____

2 marks

b. Identify **two** revolutionary ideals depicted in the visual representation.

i. _____

ii. _____

2 marks

- c. Using your knowledge and the visual representation, explain the events that led to the execution of Marie Antoinette in 1793.

6 Marks

- d.** Evaluate the reliability of this visual representation as evidence to explain the impact of the Terror on France between 1793 –1794. In your response refer to different views of the revolution.

10 marks

Russia

Part 1 – Revolutionary ideas, leaders, movements and events

Russia [1905-October 1917]

Question 1

Using three or four points, explain the importance of World War One in the development of the Russian Revolution between July 1914 and October 1917. Provide evidence to support your answer.

10 marks

Question 2

Using three or four points, explain the importance of Marxist ideology in the development of the Russian Revolution by October 1917. Provide evidence to support your answer.

10 marks

Part 2 – Creating a new society

Russia [November 1917-1924 death of Lenin]

Question 3



The Proletarian Dictatorship's Year: October 1917–October 1918. (1918)

a. Identify the **two** classes represented in the visual representation.

i. _____

ii. _____

2 marks

b. Identify **two** revolutionary ideals depicted in the visual representation.

i. _____

ii. _____

2 marks

SECTION A – Question 3 – continued
TURN OVER

- c. Using your knowledge and the visual representation, explain why this image would have been created in October 1918.

6 Marks

China

Part 1 – Revolutionary ideas, leaders, movements and events

China [1898-1949]

Question 1

Using three or four points, explain the importance of the Boxer Rebellion of 1900 in the development of the Chinese Revolution. Provide evidence to support your answer.

10 marks

Question 2

Using three or four points, explain the importance of revolutionary ideas developed during the Yanan period of 1937–1947 in the development of the Chinese Revolution by 1949.

10 marks

SECTION A – continued
TURN OVER

Part 2 – Creating a new society

China [1949-1976 death of Mao]

Question 3



*The Happy Life Chairman Mao Gave Us. (1954)
(image courtesy of the IISH/Stefan R. Landsberger Collection)*

a. Identify from the visual representation **two** *perceived* improvements Mao brought to the Chinese people.

i. _____

ii. _____

2 marks

b. Identify **two** revolutionary ideals depicted in the document.

i. _____

ii. _____

2 marks

SECTION A – Question 3 – continued

- c. Using your knowledge and the visual representation, explain why this visual would have been created in 1954.

6 Marks

- d.** Evaluate the reliability of this visual representation as evidence to explain the situation in the new society in 1954. In your response refer to different views of the revolution.

10 marks

END OF SECTION A

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

Indicate below the revolution you have chosen for Section B.
 Answer all questions (Part 1 and Part 2) for this revolution in this section.
 You must **not** choose the same revolution for Section A and Section B.

Part 1

Revolution	Page
America	24
France	27
Russia	30
China	33
Part 2	36

Section B choice (tick one only)

America France Russia China

America

Part 1 – Revolutionary ideas, leaders, movements and events

Question 1

America [1763-1776]

Extracts from Thomas Paine's 'Common Sense', January 1776.

There is something exceedingly ridiculous in the composition of monarchy; it first excludes a man from the means of information, yet empowers him to act in cases where the highest judgment is required. The state of a king shuts him from the world, yet the business of a king requires him to know it thoroughly; wherefore the different parts, unnaturally opposing and destroying each other, prove the whole character to be absurd and useless...

I have heard it asserted by some, that as America hath flourished under her former connection with Great Britain, that the same connection is necessary towards her future happiness, and will always have the same effect. Nothing can be more fallacious than this kind of argument...

America would have flourished as much, and probably much more, had no European power had any thing to do with her...

But she has protected us, say some...

We have boasted the protection of Great Britain, without considering, that her motive was interest not attachment; that she did not protect us from our enemies on our account, but from her enemies on her own account, from those who had no quarrel with us on any other account, and who will always be our enemies on the same account...

Europe is too thickly planted with kingdoms to be long at peace, and whenever a war breaks out between England and any foreign power, the trade of America goes to ruin, because of her connection with Britain. The next war may not turn out like the Past, and should it not, the advocates for reconciliation now will be wishing for separation then, because, neutrality in that case, would be a safer convoy than a man of war. Every thing that is right or natural pleads for separation. The blood of the slain, the weeping voice of nature cries, 'TIS TIME TO PART.

a. Identify from the extract **two** criticisms of the Anglo-American relationship.

i. _____

ii. _____

2 marks

b. Identify from the extract (i) one warning and (ii) one suggested action Paine offers to the American colonists.

i. _____

ii. _____

2 marks

c. Using your own knowledge and the extract, explain the development of revolutionary ideas in the colonies between 1763 and 1776.

6 Marks

- d. Evaluate to what extent this extract presents a reliable view of the revolutionary situation in the colonies in January 1776. In your response refer to different views of the revolution.

10 marks

France

Part 1 – Revolutionary ideas, leaders, movements and events

Question 1

France [1781-4 August 1789]

Extracts from Abbe Sieyes' 'What is the Third Estate?' January 1789

Who then shall dare to say that the Third Estate has not within itself all that is necessary for the formation of a complete nation? It is the strong and robust man who has one arm still shackled. If the privileged order should be abolished, the nation would be nothing less, but something more. Therefore, what is the Third Estate? Everything; but an everything shackled and oppressed. What would it be without the privileged order? Everything, but an everything free and flourishing. Nothing can succeed without it, everything would be infinitely better without the others...

The noble order is not less estranged from the generality of us by its civil and political prerogatives. What is a nation? A body of associates, living under a common law, and represented by the same legislature, etc.

Is it not evident that the noble order has privileges and expenditures which it dares to call its rights, but which are apart from the rights of the great body of citizens? It departs there from the common law. So its civil rights make of it an isolated people in the midst of the great nation. This is truly *imperium in imperia*.

In regard to its political rights, these also it exercises apart. It has its special representatives, which are not charged with securing the interests of the people. The body of its deputies sit apart; and when it is assembled in the same hall with the deputies of simple citizens, it is none the less true that its representation is essentially distinct and separate: it is a stranger to the nation, in the first place, by its origin, since its commission is not derived from the people; then by its object, which consists of defending not the general, but the particular interest.

The Third Estate embraces then all that which belongs to the nation; and all that which is not the Third Estate, cannot be regarded as being of the nation.

What is the Third Estate?

It is the whole.

- a. Identify from the extract (i) the image used to describe the Third Estate and (ii) the image used to describe the Third Estate without the privileged order.

- i. _____

- ii. _____

2 marks

SECTION B – Question 1 – continued
TURN OVER

b. Identify from the extract **two** privileges afforded to the noble order.

i. _____

ii. _____

2 marks

c. Using your own knowledge and the extract, explain the importance of this document in causing revolution in France in August 1789.

6 marks

- d.** Evaluate to what extent this extracts presents a reliable view of the causes of revolution in France in August 1789. In your response refer to different views of the revolution.

10 marks

Russia

Part 1 – Revolutionary ideas, leaders, movements and events

Question 1

Russia [1905-October 1917]

Extracts from Lenin's 'April Theses' 1917

1. In our attitude towards the war not the slightest concession must be made to 'revolutionary defensism', for even under the new government the war on Russia's part unquestionably remains a predatory imperialist war owing to the capitalist nature of that government. The widespread propaganda of this view among the army on active service must be organised.
2. The specific feature of the present situation in Russia is that it represents a transition from the first stage of revolution, which led to the assumption of power by the bourgeoisie – to the second stage, which must place power in the hands of the proletariat and the poor strata of the peasantry.
3. No support must be given to the Provisional Government; the utter falsity of its promises must be exposed.
4. It must be explained to the masses that the Soviet of Workers' and Soldiers' Deputies is the only possible form of revolutionary government and that therefore our task is to present a patient, sympathetic and persistent explanation of its errors and tactics.
5. Abolition of the police, the army and the bureaucracy.
6. Confiscation of all landed estates, nationalisation of all lands in the country.

(adapted)

- a. Identify from the extract (i) **one** criticism of the War and (ii) **one** criticism of the Provisional Government.

i. _____

ii. _____

2 marks

- b. Identify from the extract **two** specific actions Lenin suggests the people of Russia must take in order to progress the revolution.

i. _____

ii. _____

2 marks

- c. Using your own knowledge and the extract, explain the role of Lenin and his ideas in causing revolution in October 1917.

6 Marks

- d.** Evaluate to what extent this extracts presents a reliable view of the revolutionary situation in Russia in April 1917. In your response refer to different views of the revolution.

10 marks

China

Part 1 – Revolutionary ideas, leaders, movements and events

Question 1

China [1898-1949]

Excerpts from Edgar Snow's account of the Long March

Source: Red Star Over China, by Edgar Snow (rev. ed.; Grove Press, 1968)

The journey of the Kiangsi [Jiangxi] Reds thus far had provided them with much food for reflection. They had won many new friends and made many bitter enemies. Along their route they had provisioned themselves by “confiscating” the supplies of the rich—the landlords, officials, bureaucrats, and big gentry. . . .

There were big “surpluses”—more than the Reds could carry—and these were distributed among the local poor. In Yunnan the Reds seized thousands of hams from rich packers there, and peasants came from miles around to receive their free portions—a new incident in the history of the ham industry, said Mao Tse-tung. Tons of salt were likewise distributed. In Kweichow [Guizhou] many duck farms were seized from the landlords and officials, and the Reds ate duck until, in the words of Wu Liang-p'ing, they were “simply disgusted with duck.” From Kiangsi [Jiangxi] they had carried Nanking notes, and silver dollars and bullion from their state bank, and in poor districts in their path they used this money to pay for their needs. Land deeds were destroyed, taxes abolished, and the poor peasantry armed.

Except for . . . western Szechuan, the Reds told me they were welcomed everywhere by the mass of the peasantry. Their Robin Hood policies were noised ahead of them, and often the “oppressed peasantry” sent groups to urge them to detour and “liberate” their districts.

a. Identify from the extract **two** groups the Reds ‘confiscated’ supplies from.

i. _____

ii. _____

2 marks

b. Identify from the extract **two** actions of the Reds that made them popular with the peasantry.

i. _____

ii. _____

2 marks

Part 2 – Creating a new society

Question 2

America [1776 – 1789]

In a letter to George Washington, Thomas Jefferson claimed that “the foundation on which all [constitutions] are built is the natural equality of man.”

Does this statement reflect the new society in America? Provide evidence to support your answer.

France [5 August – 1795 Dissolution of the convention]

Historian Simon Schama argues that the revolution "depended on organized killing to accomplish political ends."

Do you agree with this view of the new society in France? Provide evidence to support your answer.

Russia [November 1917 – 1924 death of Lenin]

Historian Richard Pipes claims that under the Bolshevik regime “merciless violence, violence that strove for the destruction of every actual and potential opponent, was... the only way of dealing with problems.”

Do you agree with this view of the Bolshevik regime? Provide evidence to support your answer.

China [1949–1976 Death of Mao]

Mao once said that "political power grows out of the barrel of a gun."

Does this statement reflect the development of the new society in China after 1949? Provide evidence to support your answer.

20 marks

Working space

Lined writing area consisting of 24 horizontal lines.

