

GENERAL COMMENTS

Overall, most students were able to demonstrate a good level of knowledge and showed satisfactory skill in working with sources on the 2014 History: Revolutions examination. The structure of high-scoring answers usually followed a signposting method, and this helped with conciseness and relevance. Most students utilised the space provided for each answer very well, and answers suggested that students had adopted useful strategies to find suitable entry points when structuring their responses.

The highest-scoring answers contained precise factual information such as statistics, legislation, the correct names of social groups and events with dates. High-scoring students demonstrated knowledge by providing factual primary evidence rather than an interpretation or reliance on what historians have said about an event. However, in many answers the use of primary evidence was poor and it was often replaced by references to what historians have said. References to historians' views often caused disruption to the flow of an argument and reduced students' ability to demonstrate their knowledge. Students' answers were generally well organised and information was presented in chronological order. Most students answered Questions 3a. and 3b. in Section A and Questions 1a. and 1b. in Section B correctly. Some students did not recognise important features in images.

Students should be instructed to use only the space indicated for the answer in each section, and to take greater care when placing parts of responses within the answer book. Extra space is provided at the end of Section A and at the end of Section B for answers to each section. Some students did not write their answers, or parts of answers, in the correct section of the answer book. Some answers to Questions 1 and 2 were written in the space for the essay, answers for the questions on the representations were placed in the space for answers on the extract in Section B and sometimes essays were written in the answer space for Questions 1 and 2. It is recommended that teachers and students familiarise themselves with the layout of the examination paper and the answer book prior to the examination.

SPECIFIC INFORMATION

Note: Student responses reproduced in this report have not been corrected for grammar, spelling or factual information.

This report provides sample answers or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

The statistics in this report may be subject to rounding errors resulting in a total less than 100 per cent.

Section A – Revolution one

Revolutionary ideas, leaders, movements and events

Revolution chosen	none	America	France	Russia	China
%	0	11	34	45	10

Question 1

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	5	3	6	13	14	16	17	13	8	4	1	4.9

Question 2

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	8	4	7	11	13	17	16	13	7	3	1	4.7

It was evident from answers to Questions 1 and 2 that many students had a very good range of factual knowledge. Excellent answers placed dates in brackets after the named event, which was a very good way to demonstrate detailed knowledge. Answers were usually successfully signposted with 'firstly', 'secondly' and 'thirdly', which set up an excellent structure and ensured events were given in chronological order. High-scoring answers commenced with a brief statement of contention that contained the main points rather than repeating the question. Detailed primary evidence and frequent reference to the question terms 'the development of the Revolution' and 'contributed to a revolutionary situation' were used in the highest-scoring answers. These phrases should have been integrated into the response as each piece of information was explained, rather than just referred to at the end in an attempt to link the answer to the question.

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Some students used the words ‘revolutionary situation’ when the question was on ‘development of the Revolution’. These terms are not interchangeable. The terms in the question need to be given particular attention as they require different things in the answer. Students showed confidence with the concept of a path to Revolution

With respect to contribution to a revolutionary situation, students were required to demonstrate understanding of how situations can become volatile and trigger other events. Many students did not show a clear understanding of how situations may move out of the control of authority groups. Answers should have referred to the specific events that created a potentially volatile situation and commented on the way power changed hands, including the moment when the established government lost control. The difference between very good and less effective answers was in the range of factual evidence given and the linking of information to the idea of a pathway by directly using the question terms ‘development of the Revolution’ or ‘revolutionary situation’, or similar phrases, which were integrated throughout the response.

America

Question 1 asked about the contribution of the French and Indian War to the development of the Revolution. Many answers were unsatisfactory. High-scoring answers began with the restrictions placed on the colonists when the *Proclamation Act* restricted settlement beyond the Appalachian Mountains. A second point was the cost of provisioning and stationing 7500 troops to defend the frontier, which placed a burden on the British treasury and resulted in a decision to raise revenue from the colonists. A third point was how the revenue-raising Acts led to the articulation of a new ideology based on Enlightenment ideas. In response to the *Stamp Act* (which was seen as an internal affair) there were cries of ‘No taxation without representation’. An important factor covered by high-scoring responses was the Boston Massacre. Although insignificant in the Revolution from 1763 to 1776, it was crucial in a question that required students to consider events up to 1770. Low-scoring responses developed a narrative of taxation legislation, often extending beyond the time frame to include the Boston Tea Party and the *Coercive Acts 1774*.

Question 2 asked how the ideas and actions of Patrick Henry contributed to a revolutionary situation from 1765 up to and including 1776. It was evident from responses that students need to learn further detailed information about leaders. Care must be taken to answer within the question time frame, as after 1765 and the Virginia Stamp Act Resolves, Patrick Henry’s role diminished somewhat until the Revolutionary War. High-scoring answers began with Patrick Henry’s authoring of the Virginia Stamp Act Resolves in 1765, then the fact that as a member of the House of Burgesses Patrick Henry continued to raise questions about the right of Parliament to tax the colonists and signed petitions to both houses of parliament and the King. Students also mentioned that Patrick Henry played a major role in founding the Committees of Correspondence and following the Coercive Acts he rallied the colonies to resist the Crown attack on a ‘sister colony’. As an elected member of the First Continental Congress, Patrick Henry made speeches and voted on resolutions that further distanced the colonies from England. His fiery speeches inspired others to action. The highest-scoring students were able to identify three or four aspects. The prominence of Patrick Henry in creating a new society (Area of Study 2), anti-federalism and his stirring writings of 1788 were often mentioned, but these were outside the question time frame. Students are reminded that they must confine their answers to the time frame given in the question.

France

Question 1 asked about the ‘demands for the calling of the Estates General’. The highest-scoring students noted the term ‘demands’ and focused on the refusal of the Notables to agree to Calonne’s reforms in 1787 and the Parlement of Paris in 1788, and their demand that only the nation could agree to reforms. Thus the King was shown to be weak when he was forced to agree and that it was a defiance of the King. These students then went on to present detailed information, including raised hopes through the Cahiers de Doléances, the debate over voting by head, the verification of credentials, the declaration of a National Assembly 17 June 1789, the Tennis Court Oath of 20 June, the Royal Session of 23 June, the capitulation of the King and the renunciation of feudal dues on 4 August 1789. Low-scoring answers focused on the Estates General, the failure of the Estates General to address reform and the renunciation of privileges on 4 August 1789.

Question 2 asked how the movement of troops contributed to a ‘revolutionary situation’. The highest-scoring answers demonstrated excellent knowledge by stating the number of troops that were moved to Paris – 20 000 by 1 July and 30 000 by 11 July 1789. They then explained the ensuing fear and panic that the King intended to crush the National Assembly, the dismissal of Necker, the role of Camille Desmoulins in inciting the crowd, the attack on the Bastille on 14 July, the formation of the National Guard, the Great Fear and the 4 August Decrees.

France, Question 1

The following is an example of a high-scoring response. This answer remains focused on what was instigated by the demands to call the Estates General rather than simply explaining what happened at the Estates General, which was a weakness of many answers. The precision of event dates is excellent. The ideas are continually linked to show understanding of a development towards Revolution. It was let down a little by not continuing to 4 August as required.

The demands calling for the Estates General helped to develop a revolutionary crisis inside of France from 1787 up to 4 August 1789 as they ignited debate amongst the liberal nobility and this eventually inspired them to act against the royal authority by June 1789. Firstly leading up to the Estates General of 1 May 1789, Louis XVI exercised a relaxation of censorship of the press in late 1788. This resulted in a large scale 'pamphlet war' across France, where some 4000 pamphlets were published between May 1788 and April 1789 discussing liberal ideas and the importance of the Third Estate. This in turn prompted Abbé Sièyes to write his 20,000 word article 'What is the Third Estate?' in January 1789 discussing the notion that the Third Estate is 'everything, but an everything shackled and oppressed' and that as the Third Estate constitutes 25,000,000 people while the two privileged Estates number only 200,000 'it will form a National Assembly'. Because of this discussion of such radical and revolutionary ideas due to the consequences of the demands for an Estates General to be called, when the Estates General convened on 5 May 1789, defiance occurred from the delegates of the Third Estate and this escalated the revolutionary crisis when they formed the National Assembly on the 17th of June 1789, a rival authoritative body to the king. Furthermore, the subsequent Tennis Court Oath of 20 June 1789 exacerbated the rebellion against the royal authority when the deputies of the National Assembly pledged 'never to dissolve until the constitution of the kingdom has been established', therefore formally disobeying the Monarchy with the defiance eventually spreading to the more radical Third Estate.

Russia

Question 1 asked about how the growth of industry contributed to the development of the Revolution, and high-scoring responses connected the growth of an industrial class to unmet demands for better conditions. High-scoring responses demonstrated knowledge of the growth of the population in St Petersburg and Moscow, terrible working conditions, Bloody Sunday 1905, Witte's reforms, the formation of the Soviet 1905, worsening conditions during World War I and industrial strikes by the Putilov steel workers on 23 February 1917 leading to the Tsar's abdication, the failure of the Provisional government to address workers' demands and the October Revolution. Many answers were very general, only referred to the trans-Siberian railway and the Russo-Japanese War and did not include details such as population figures, the numbers on strike or the failure of the Dumas. Often the answer did not continue up to October 1917.

Question 2 asked about how the Tsarina Alexandra contributed to a revolutionary situation up to February 1917. Most answers contained general information about the Tsarina and Rasputin, Alexandra's incompetence and her replacement of government ministers, and Alexandra's German heritage. The highest-scoring answers explained the influence of Alexandra on the Tsar and her belief in autocracy, linking it to a failure of reform. Some answers contained quotations of her remarks that the strikers in St Petersburg were just 'hooligans' and were not important. The highest-scoring answers consistently linked the information to the development of the Revolution and to a revolutionary situation by explaining the frustration and built-up anger felt by the populace over the conditions they endured.

Russia, Question 1

The following is an example of a high-scoring response. This answer is high-scoring because it makes clear links connecting the growth of industry to the path towards Revolution, despite the incorrect use of the term 'revolutionary situation', and it shows precision in its range of evidence by applying dates to events.

The growth of industry increased the workers expectations of the Tsar and the leadership, contributing to a revolutionary situation between 1905 and October 1917. Firstly Witte's Industrial Reforms of 1905 increased the regulation of industries, imposing an 8 hour work day. This led to a growth in industry as workers were granted an improved standard of living. Witte's October Manifesto (17 October 1905) also increased the rights of workers such as implementing a representative government (Duma), changing the Tsar's domestic policy to one of 'sincerity' and 'freedom'. Thus the growth of industry saw increased rights of workers contributing to a revolutionary situation by increasing their expectations. Secondly, the growth of industry brought workers together in cities, enabling unified demonstrations to occur such as the February 23rd 1917 workers demonstration. On February 23 1917 100,000 workers demonstrated at Petrograd against food rationing. By February 25, 200,000 to 300,000 workers were rallying now holding banners reading 'Down with the Tsar'. This February Revolution led to the Tsar abdicating on 2 March. Thus centralisation of workers as a result of the growth of industry unified workers and toppled the Romanov reign ultimately contributing to a revolutionary situation. Thirdly the October Revolution (25 October 1917) was a result of the workers unified voice. The Red Guard stormed the Winter Palace and disposed of the P G, led by the Petrograd Soviet, a workers union. Thus the growth in workers expectations as a result of a growth in industry led to a revolutionary situation in October.

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China

Question 1 asked about the contribution of Dowager Empress Cixi and the Qing Court to a revolutionary situation from 1898 up to and including 1911. Most students named the support by Cixi of the Boxer Rebellion and the humiliation of China by the Boxer Protocol. Most students also described Cixi as corrupt and reluctant to reform and the placing of the Emperor under house arrest. Most did not successfully link the points to a 'revolutionary situation' as required by the question. Very good answers began with Cixi's coup that ended the Hundred Days of Reform 1898. They then linked this point to building social discontent and the beginning of revolutionary groups. Following the defeat of the Boxers by the Eight-Nation Alliance and the humiliating Boxer Protocol in 1901, strong answers provided evidence of the 450 million tael debt, which weakened the Qing and led to the formation of the Tongmenghui in 1905. They included the nationalisation of railways on 9 May 1911, culminating in protests and the Double Tenth revolution.

Question 2 asked about the way the 1919 Treaty of Versailles and the May 4th Movement contributed to the development of the Revolution. High-scoring answers named the concessions given to Japan as a humiliation and source of resentment for China. They then went on to link this to the student protests on 4 May and the calls for the Three Principles of Sun Yatsen.

Creating a New Society

Question 3a.

Marks	0	1	2	Average
%	3	25	71	1.7

Question 3b.

Marks	0	1	2	Average
%	7	37	55	1.5

Question 3c.

Marks	0	1	2	3	4	5	6	Average
%	12	12	23	24	17	10	3	2.6

Question 3d.

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	9	6	9	12	13	14	13	12	7	3	1	4.4

Most students were able to name social groups, symbols and features from the images given on the examination. However, many students needed to be more specific when describing objects or the way people appeared in the images. Students could make lists of ideas, social groups and actions that are commonly expressed in visuals of the Revolution so that they may become familiar with the way they are often represented. In responding to Question 3c., the strongest answers briefly expressed the main idea depicted in the image and then added detailed factual knowledge, containing dates and names, from the period. The weaknesses of many answers were over-reliance on the image, failure to accurately decide on the main message of the image, presentation of a random collection of events that did not link to the question asked or explanations of what the image showed about the particular event or period in the Revolution. Low-scoring answers summarised the event. Some answers referred to historians, which was not required in Question 3c. It would be good practice for students to take note of the date of the event in the source and/or its production date, which is provided on the examination paper, and use it to consider what was happening at that time that may have affected the way the event has been depicted. In Question 3d., mistakes were made by students who took notice of the publication date of the book the source had been taken from and attributed the image to a recent time of publication. For example, the Russian image came from a text published in 2012, and some answers referred to that date as a limitation of the image because the author of the book was not present when the image was produced. Many answers showed poor understanding of what the image showed in terms of a concept such as class action, ideals or communist ideology. For example, with the French image of the women's march, few students expressed an understanding of the concept of popular movement. With the Russian image, few answers were able to express an understanding of the concept of socialist ideology of the proletariat leading the Revolution through a united work effort. Low-scoring responses often started by stating that the image was limited in its usefulness but then contradicted themselves and went on to state that it was very useful. There was often too much focus on the strengths and weaknesses of the source. Many answers simply referred to 'bias', which needed further explanation. Many students made a passing reference to historians' views by using brackets around the name and applying it more as evidence of their own view. This practice does not

meet the requirements of the question. The lowest-scoring answers simply described what the source showed. The highest-scoring answers showed an understanding of the concepts suggested by the image. These concepts were used as a starting point and then compared with the student's own view and historians' views, and supported that with student's own factual information. Some good answers discussed a range of historian's views.

America

The highest-scoring students were able to discuss why the source was a Whig view and commented that it was a romanticised or idyllic representation. These students showed good ability to explain the government consisting of three parts and referred to George Washington as the elected head of state. Many recognised the figure in the image as George Washington. High-scoring answers also referred to the weakness of the Articles of Confederation, the war debt, Shays' Rebellion, the Constitutional Convention 1787 and the need for a strong central government to create harmony, which was achieved and depicted symbolically in the image by the rays of sunshine. In Question 3d. most students referred to the narrow franchise and the Three-Fifths Compromise, which was a strategy devised to placate northern and southern states regarding how slaves should be counted for the purposes of taxation and representation. Low-scoring responses used a formulaic pattern, criticising the engraving because it did not show how women, slaves and Native Americans were marginalised and disadvantaged in the new society. Of greater importance was the fact that slavery remained and that the Constitution deferred prohibition of slavery to the next generation (the Sunset Clause). Students also used information about overcoming the problems of the Articles of Confederation and the federalist and anti-federalist debates. Good answers showed that the problems were solved under strong central government. They referred to views from historians such as Brogan, who stated that leaders such as Washington and Madison were 'wise, capable public spirited men' and compared that to Zinn, who suggested that the flaws in the new society were because many were disenfranchised and only an elite group benefited. The highest-scoring responses referred to Zinn, Wood, Bailyn and Beard.

France

The drawing of the October march of the women to Versailles was accessible to most students. However, many students made errors by naming the figures as Louis XVI and Marie Antoinette and not being able to identify which figure was the sans-culotte. There were many references to peasants, confusing them with sans-culottes. Good answers demonstrated accurate knowledge of the reasons for the women's march. The answers to Question 3c. ranged from explaining food shortages in general terms to including precise information about Louis's failure to approve the Declaration of the Rights of Man and Citizen 20–27 August 1789, the banquet held for the Flanders Regiment and the alleged trampling of the cockade and tricolour by those attending the banquet. However, many students did not appear familiar with this event. Question 3d. asked students to evaluate the image in terms of pressures that consolidated the Revolution. Students who started their response with a contention of the view depicted in the image had an excellent structure on which to build their answer. The highest-scoring answers understood that the image depicted a movement of the people, stating how popular movements radicalised the Revolution. These answers showed that the women were a pressure group that forced Louis to ratify the Decrees and the Declaration and they forced him to return to Paris. Excellent answers included discussion of the way the Revolution later came under the control of the two Great Committees, granted full control by the Decree on Revolutionary Government 10 October 1793. Answers quoted Doyle that the Decree 'heralded the end of anarchic Terror' and the 'end of the sans-culottes as a political force' and Soboul that, the Law of Frimaire signified the 'end of the popular movement'. Schama's view about violence 'driving the Revolution' was also referred to frequently. Some students simply referred to historians' views in passing by integrating the historian as evidence for their own view. This method of inserting historians into the argument does not satisfy the criteria for discussion of other views of the Revolution.

France, Question 3d.

The following is an example of a high-scoring response. This answer adopts a successful structure. The view provided by the image is stated in the opening and then challenged. Other interpretations are then presented and discussed with detailed and precise evidence from the period in the question. The answer then concludes with some final comments about the view shown in the image.

This graphic is partially useful in presenting the pressures that consolidate the Revolution for October 1789 up to 1795 as while it shows how popular movements radicalised the Revolution in this period it fails to show how the revolutionary government utilised organised terror to control the Revolution from 1793 to 1794. This image references the women's march on Versailles of 5 October 1789 and how the people were victorious in radicalising the Revolution by pressuring Louis XVI to ratify and approve of more radical ideals. As stated by historians Fenwick and Anderson, 'the sans culottes forced the government to adopt more extreme policies' and is further explained by McPhee as a result of this popular movement, the central authorities were now at the 'mercy of Paris', therefore supporting the view that the radical Third Estate controlled the consolidation of the Revolution by use of violent revolutionary movements. This cartoon however, neglects to display how later on in the Revolution, the revolutionary government pursued dictatorial levels of control through the means of the Great Committees, the Committee of

General Security (established October 1792) and the Committee of Public Safety (CPS) (established in April 1793), which were granted full control of the government by the Decree on Revolutionary Government of 10 October 1793, which also suspended the constitution of 1791 and 1793, and the Law of 14 Frimaire of 4 December 1793, which gave full executive powers to the 12 member CPS. The revolutionary government becoming more centralised, executive and powerful as stated by Doyle, 'heralded the end of anarchic Terror' and the 'end of the sans culottes as a political force'. Furthermore, Soboul has explained that the Law of 14 Frimaire signified the 'end of the popular movement' as the Revolution used its dictatorial powers to pursue full control of the state. This graphic successfully displays how popular movements helped to consolidate the Revolution, however, it denies the historical interpretation that the revolutionary government used its increasing power to control the Revolution by 1794.

Russia

The title of the representation, *We Defeated the Enemy with Weapons – with Hard Work We Will Get Our Bread. Everyone to Work, Comrades*, 1920, should have signalled to students that it was propaganda produced after the Civil War; however, most answers to Question 3c. did not place the image in the context of the Civil War period. Many students seemed to confuse the image with Question 1 on industry before 1917 and they repeated information used for that question. Many answers showed little knowledge of Bolshevik policies for workers and did not connect the stack of guns in the background of the image to the end of Civil War and the words in the title of the representation, 'Defeated the Enemy'. The highest-scoring students demonstrated an understanding of the need to increase food supplies after the devastation of Civil War and War Communism. They referred to policies on factory discipline, the dramatic fall in the population of Petrograd and industry output, 11-hour working days, bread rations down to 48 grams per day and the harsh requisitioning by the Cheka. The highest-scoring students quoted statistics and named policies. The use of precise detail can be noted in the following example: *By 1920 the rouble had dropped to a mere 1% of its worth in 1917. The forced acceptance of over \$60million in American aid clearly showed the failure of War Communism.*

Responses to Question 3d. discussed War Communism and the New Economics Policy (NEP), but weak answers did not engage with the image's message. They did not engage with discussion of views but simply presented passing reference to historians. High-scoring answers started with a statement about the message in the image and discussed it in the context of information and other views.

Russia, Question 3c.

The following is an example of a high-scoring response that is well supported by detailed information. The references to the image are effective because they add to the answer, showing that the student has understood the image and uses it to build the response.

The city workers difficult working and living conditions from 1917 November to 1921 were a result of both economic consequences of Russia's participation in WWI (1914-1918 March) and the Civil War (1918-1920). By mid 1918 GDP had lowered to 1/3 of the USA and demand for industrial goods halted. This was further exacerbated by the Brest Litovsk Treaty of March 1918, seceding over ½ Russia's industry and 6 billion roubles in compensation (though this was later nullified). The Civil War (late 1918-1920) caused a dramatic plummet in industry as cities lost up to 75% of their population. Those who remained worked long hours (up to 11 hours daily) and with the abolishment of money labour became compulsory. As depicted, the industrial workers demanding work resulted partially from 'defeating the enemies with weapons' – as captioned, supplying Red Army troops with guns (to the left), ammunition and other weapons. With food shortages and the Red Terror – 'We will get our bread', the workers became underfed, (even with supplies from grain requisitioning), and terrorised to work (Cheka members holding machine guns to worker's heads). By 1920 industry had fallen to a mere 15% of 1917 levels. Thus early economic crisis combined with the Civil War contributed to difficult working and living conditions.

China

Students produced some very good answers in response to the image *The people's commune is good; happiness will last for ten thousand years*. Most students were able to answer Questions 3a. and 3b. correctly. In Question 3c. the 'challenges that changes to agriculture created' seemed to be ignored by many students, and they responded mainly to the term 'changes' rather than the 'challenges' facing the Chinese Communist Party (CCP) as a result of their policies. Students usually included the Great Leap Forward (GLF) and discussed working collaboratively under the direction of party cadres, production quotas, goals to surpass Britain in steel production, falsification of output, the Three Bad Years 1959–1961, famine and death tolls. Some low-scoring responses attempted to evaluate the strengths or limitations of the image; however, this was not relevant. Most answers to Question 3d. were able to explain the damage from the attempts to modernise China under the Great Leap Forward and thus refute the message of the image. High-scoring answers used precise information and began with a statement of the message contained in the image. Most were able to identify the image as CCP propaganda that did not portray the failures and discontent of the Great Leap Forward. Low-scoring answers generalised and listed limitations or provided only factual information about the period. The highest-scoring answers made regular references to historians to support their evaluation.

China, Question 3c.

The following is an example of a high-scoring response. This response gives a thorough explanation of the challenges that changes to agriculture created for the CCP. The answer starts with a statement about the image, and it contains detailed evidence of the changes to agriculture and of the problems created by the changes. It also uses the image and integrates reference to the image with the information.

The 'people's communes' to which the graphic refers were the culmination of a long process of agricultural reform during the 1950s. The Agrarian Reform Law redistributed 210 million acres of land from former landlords – one million of whom were executed – to 300 million peasants in a largely capitalist system based on private ownership. During the First Five Year Plan, rural communities gradually coalesced into agricultural cooperatives before, in 1955 Mao demanded immediate collectivisation; incredibly this was achieved and by the end of 1956 90% of the peasantry was in collectives. Economic growth remained at 9% p.a. from 1952-57 but agricultural growth was underwhelming at 4% p.a.; therefore in 1958 Mao decided that immediate communalisation of agriculture coupled with a new focus on rural industry was necessary, launching the Great Leap Forward. However despite the optimism of this graphic the GLF proved neither successful nor popular. Peasants were angered by the loss of their 5% private plots which had been responsible for 20-30% of farms' incomes and by the poor living conditions in the mess halls and bunkhouses. Furthermore, despite the huge harvests pictured, agricultural yields fell from 200 million tons in 1958 to 160 million in 1960 in the wake of the failures of Lysenkoism and the Four Pests Campaign. The CCP's error of judgement led to 20 million deaths from famine from 1958-61; illustrating the scale of the issues facing China by 1961.

Section B – Revolution two

Revolutionary ideas, leaders, movements and events

Revolution chosen	none	America	France	Russia	China
%	0	6	28	44	22

Question 1a.

Marks	0	1	2	Average
%	6	18	76	1.7

Question 1b.

Marks	0	1	2	Average
%	10	15	75	1.7

Question 1c.

Marks	0	1	2	3	4	5	6	Average
%	4	7	29	30	20	8	2	2.9

Question 1d.

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	7	4	9	13	15	16	15	12	6	2	1	4.5

Question 1

The answers on the extracts in Section B showed similar strengths and weaknesses to the responses on the representations in Section A. The answers to Question 1c. showed that the majority of students relied too heavily on the source in order to construct their response. Low-scoring students' answers included paraphrasing and summarising, the copying of lengthy quotations or simply presentation of limitations in a listing structure. High-scoring answers started with a brief statement that outlined the main idea of the extract, such as: *The source outlines the soldiers discontent with the war* or *The extract exposes the economic hardships endured during 1787-1789*. It was important that students demonstrated their own knowledge and maintained relevance to the question. Some answers to Question 1c. contained historians' views; however, this was not required and detracted from the demonstration of precise and detailed factual knowledge. In Question 1d., the majority of students spent too much of the answer providing information at the expense of discussions of views. The highest-scoring students achieved a balance between information and presentation of other viewpoints and were able to integrate them into the response. They showed real engagement with historians' views by explaining them in terms of those who place emphasis on popular movements and economic conditions; for example, as a cause of the Revolution or those who place emphasis on particular individuals in revolutionary change. Low-scoring answers referred to 'bias' or the extract being a 'secondary source' as a limitation. Most answers were more skilful than simply attaching labels to a viewpoint and the highest-scoring answers made comments such as the following on

France: *The extract largely isolates the economic crisis and its effect on the peasantry, ignoring the impact that the Enlightenment and social expectations had when coupled with the crisis ... William Doyle sees this shifting belief towards these ideals as catalysing the actions of the popular movements however Rudé is silent on the effect of shifting ideas and philosophies...*

America

Answers to Question 1 on the extract from Hancock, 'Declaration of the Causes and Necessity of Taking up Arms', 6 July 1775, showed that students should be researching a range of primary sources throughout the period in addition to historians' views. Question 1c. asked how ideas were used to oppose British authority up to and including 1775. The highest-scoring responses began with the key revolutionary ideals presented in the extract – governments that abuse power should be resisted, and freedom and protection of property are sacred. They then provided examples of the imposition of taxation – the *Stamp Act*, *Townshend Duties* and the *Tea Act* were seen as an abuse of British authority. The highest-scoring students also used the phrase from the extract relating to violence and enslavement to discuss the Boston Massacre and *Coercive Acts* and that liberty had been infringed. Responses to Question 1d. should have referred to the fact that the colonies were considered by George III to be in rebellion. Some students labelled the document inaccurately, which ignored the fact that the battle of Lexington-Concord had occurred, as well as minor skirmishes and the more major battle at Bunker Hill. The highest-scoring students recognised that revolutionary ideals only partially explained the Revolution and that economic considerations were also important. The highest-scoring answers used evidence such as opposition from merchants and traders to suggest that economic interests underlay opposition. Bailyn was frequently quoted as a historian, to emphasise students' understanding of the ideological basis of the Revolution, while Schlesinger was mentioned as a historian who recognised the economic motivation of some of the American revolutionaries. It appeared that students were less confident referring to historian perspectives in this area of study than in Section A, Question 3.

America, Question 1d.

The following response is typical of mid-range answers. It starts with a statement about the extract but does not really identify a viewpoint. Instead, it explains what the extract is about. It then begins to tell a story of events in an attempt to place the extract in context. The answer outlines some schools of historical interpretation and names particular historians by generalising their view of history. However, the references to the historians describe their view instead of engaging with the view shown by Hancock as to why the colonists found it necessary to take up arms, such as the justification based on ideals.

This document is fairly accurate as it identifies reasons why the colonists had begun to oppose the British. Due to the end of the salutary neglect in 1763 in order to raise revenue since England had become broke due to the 1754 war with France, they imposed taxes on the colonists such as the Stamp Act, Sugar Act and Townshend duties in order to raise money. The extract portrays the anger felt by the colonists and their belief that it has gone against their rights. Historians who believe in the Whig philosophy such as Gordon Wood and Bernard Bailyn, would believe this document to be accurate as they believe that the American colonists had the right to go against the oppressive nature of the English parliament, and that they had every right to strive for a system of meritocracy. Progressive historians such as Charles Beard would also believe this extract of the 'Declaration of Causes and necessities for taking up arms' to be accurate as they believe in the ideals in which the Americans were fighting for to be just although the document doesn't show the beliefs of the thousands of other colonists living in America, just the rich merchants and politicians such as John Hancock and George Washington who attended the Second Continental Congress in Philadelphia. Liberty vs tyranny historians would believe that the American colonists had every right to take up arms against the British, as the British had taken advantage of the American colonists and their rights. The document also shows England's belief that they think they rule and control the American colonies such as shown in the 1776 Declaratory Act believing that they couldn't impose any law or tax that they wanted on the 13 colonies. As a result the document produces an accurate depiction of the causes of the American Revolution up to and including 1776.

France

Many answers to Question 1c. simply described the economic situation in general terms such as 'the food shortages caused the people to grow restless and caused a radical shift in the behaviour towards the monarchy and the king'. There was much summarising and paraphrasing from the extract. The highest-scoring answers focused on 'the effects' of economic hardship and correctly provided information about the cost of bread in 1789, perceived social injustice, challenges to the feudal dues and the rural revolt of 1789. High-scoring responses to Question 1d. showed that students had an understanding of the view in the extract. They often started with statements such as, 'The document by George Rudé provides an incomplete representation of the cause of the French Revolution. The document omits the role of revolutionary ideas...' Students who challenged the view showed a very clear understanding of a range of viewpoints that included the mismanagement by Louis, the role of ideas, class struggle, and the aristocratic revolt and the role of violent uprisings. Historians' views were sometimes outlined in the student's own words or quotations were used and the historian's name was placed in brackets.

Russia

The extract by Rex A Wade on World War I was accessible to most students, although some showed confusion between World War I and the Civil War. Some students were unable to place the time period to which the document referred. Question 1c. asked for a discussion of social tensions that contributed to the Revolution. Low-scoring answers discussed political rather than social tensions. They discussed the Tsar, his weak leadership and his decision to leave for the front. Some answers simply relied on the extract and discussed the War, which was not useful because the extract already referred to the War. High-scoring answers explored the social tensions arising from the failed Dumas and workers' strikes, as well as resentment towards the Tsar by the lower class and social unrest for continuation of the War. High-scoring answers to Question 1d. discussed the rise of the Bolsheviks and the failure of the Provisional government as well as the problems created by involvement in World War I.

Russia, Question 1d.

The following is an excellent answer because it is a discussion of the source that firstly identifies Wade's contention and then evaluates the worth of the contention by comparison to other interpretations of the causes of the Revolution.

As this paragraph covers only military 'alienation fears and resentments', Wade provides a limited – but highly accurate – portrayal of the causes of the Revolution. He contends that the 'social division' and 'anger and despair' of the army was instrumental in overthrowing both Tsarism and the Provisional Government, and stresses the importance of the war in creating 'social tensions'. In this he is backed up by Alan Wood, who argues that the 'devastating war' left 'an unpopular and incompetent regime' with no chance of survival, although Wood does pay more attention to Tsarina's political failings. Nevertheless, their conclusion is largely identical: that the 'increasingly radical temper of the militant workers and troops' brought about both the February and October Revolutions. The Soviet interpretation, as laid out in the History of the CPSU Short Course, agrees with this conclusion, but also stresses that the Revolution took place 'on the initiative of the Bolsheviks' as the inevitable result of class conflict. Similarly Richard Pipes credits the Bolsheviks' 'superior organisation and greater ruthlessness' with their accession to power; he labels October a 'classic coup d'état', with 'no popular pressures' on the Provisional Government. Wade's extract however, maintaining the importance of the 'peasant and worker masses', an assertion well supported by the 300,000 protestors who marched in February and the domination of the Petrograd Soviet by the Bolsheviks by October. This extract is therefore incomplete, neglecting political and economic elements, but its depiction of military discontent is wholly accurate.

China

The extract from Mitter, *A Bitter Revolution: China's Struggle with the Modern World*, was about Chiang Kaishek and the nationalist government. Answers to Question 1c. showed a lack of skill in inferring from the extract that the nationalists believed they were continuing the work of Sun Yatsen. There was little reference to Sun Yatsen's ideas of nationalism, democracy and the people's livelihood, the fact that Chiang Kaishek saw himself as Sun's political heir or the infrastructural reforms that Chiang Kaishek carried out after the ravages of the warlord era, such as increasing the number of highways and establishing the Central Bank of China 1928. Most answers to Question 1d. simply focused on the desire to eradicate the communists. Answers mentioned the encirclement campaigns and the violence and corruption of the Nationalists. High-scoring answers made reference to Chiang's attraction to fascism, his rejection of democracy, his title of 'Generalissimo' and promotion of traditional conservative values such as Confucianism in the New Life Movement. High-scoring discussion of other views could have referred to official histories, Western historians, scar literature, anti-Maoist publications or contemporary accounts, rather than applying labels to schools of history such as 'social', which do not apply well to the Chinese Revolution.

Creating a new society

Question 2 – Essay response

Marks	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Average
%	4	2	2	3	3	4	4	5	6	7	9	7	9	10	9	6	5	3	2	1	1	10.1

Many students did not demonstrate understanding of the nuance contained in the questions, but some showed confidence in addressing the complexity of the topics and explored all aspects in detail. Some students wrote prepared or formulaic essays that lacked relevance and did not answer the question effectively. Students were confident when answering the questions on America and they responded with aspects of the post-war crisis, the Philadelphia Convention 1787 and resulting Constitution and Bill of Rights. Many answers referred to slaves being three-fifths of a person and that women were not given equality. High-scoring essays on France addressed the question terms 'persecuted each other' and 'systematic elimination'. Most students successfully identified that unity existed initially and could describe which events caused unity to fail. However, many students referred to events outside the time frame. Many answers on Russia stated that there was no opposition but then went on to discuss the Civil War. Answers included the Cheka and Kronstat, but very few mentioned foreign intervention or the opposition from workers. Some students ignored the term 'success' and what it may have meant in terms of the Bolshevik Revolution. For China, many

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students discussed the Hundred Flowers Campaign, which was irrelevant as the time frame began in 1958. Mid-range and low-scoring answers were organised in a simple structure and did not demonstrate complex thinking.

The highest-scoring students demonstrated their points by using primary evidence and did not use historians' views as their support material. The student's own voice and interpretation of factual evidence from the Revolution was required, rather than a reliance on what someone else has said. The essay is a test of knowledge of events and revolutionary ideology and legislation. Students should have given more than just a general idea of the Revolution. Most essays were well structured with an introduction and topic sentence paragraphs, and students showed that they had adopted various strategies in order to organise information. Chronological presentation of information was a very good method of organisation, as was organising the answer around the key terms in the question. Many students were able to state death tolls from famine and war. However, when analysing the new society, fewer students could name legislation and its intent and outcome. The best preparation for writing detailed essays is creating timelines of events and legislation under the headings 'social', 'economic' and 'political', and making notes about the outcome for society against each.

The following extracts show detailed knowledge with factual evidence to support the points made, as well as excellent question focus.

Russia

The Bolsheviks soon faced internal threats to their authority; the formation of various White Armies (including Yudenich, Kolchak and Denikin's) which sought to undermine their government and see their socialist dream viciously retracted. The establishment of the Cheka, wholly espoused by key Bolshevik leaders Lenin and Trotsky and formed on the 7 December 1917, only months after Bolshevik seizure of power, suggests that in reality their Party's success was far from guaranteed because of lack of opposition. Initially comprising of 100 men, the Cheka grew to a monumental force of 100,000 within months and were responsible for the violent suppression of over 43 counter-revolutionary groups within a single month alone.

France

It was some of the later social and political reforms created at a time when pressure continued to increase with the War of the First Coalition that the Revolutionaries fought and persecuted each other... through direct democracy and the revolutionary journées like the invasion of the Tuileries (20 June 1792) the sans culottes came to enjoy a political power they had never experienced previously. While the sans culottes idolised leaders like Marat and Robespierre, those who sought to curb their influence like Lafayette were demonised and so the revolutionaries began to persecute one another. This reached a climax during 1794 where both the Dantonists and Hebertists were guillotined for their differing opinions to Robespierre...the Vendée rebellion in which 70% of all deaths of the Terror occurred, was largely the result of the Revolution dividing not just individuals, but whole groups in society. This violence further caused disunity in the Revolution which while celebrated by the sans culottes and Committee of Public Safety, was abhorred by the Girondins. The new society persecuted one another that only ceased in the Thermidorian Reaction with the suppression of the sans culottes in the Germinal uprising 1794.