

**Victorian Certificate of Education
2019**

HISTORY: REVOLUTIONS

Written examination

Wednesday 6 November 2019

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

Writing time: 3.15 pm to 5.15 pm (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 to write in blue or black pen.
- 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 correction fluid/tape.
- No calculator is allowed in this examination.

Materials supplied

- Question book of 28 pages, including **assessment criteria for the essay in Section B** on page 28
- Answer book of 20 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** in the space provided on the front cover of the answer book.
- Indicate the revolution you have chosen for Section A and the revolution you have chosen for Section B in the answer book. 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.

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SECTION A – Revolution 1**Instructions for Section A**

Indicate the revolution you have chosen for Section A by shading the relevant box on page 2 of the answer book.

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.

Revolution	Page
America	4
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America

Causes of revolution – The American Revolution from 1754 to 4 July 1776

Use the following sources to answer Question 1.

Source 1

Extracts from decisions approved by the First [Inter] Continental Congress

We his Majesty’s most loyal Subjects, the Delegates of the Several Colonies...deputed to represent them in [an Inter] Continental Congress, held in the City of Philadelphia, on the fifth day of September, 1774 ... find, that the present unhappy situation of our affairs, is occasioned by the ruinous¹ system of colony administration adopted by the British Ministry [from] about the year 1763, evidently calculated for enslaving these Colonies ...

To obtain redress² of these grievances, which threaten destruction to the lives, liberty and prosperity ... we are of opinion, that a non-importation, non-consumption³, and non-exportation agreement [is needed] ... And therefore we ... firmly agree [that:]

... we will not import into British America, from Great Britain or Ireland, any goods, wares, or merchandize⁴ whatsoever ...

...

And we do solemnly bind⁵ ourselves and our constituents⁶...to adhere to this association until such parts of the several Acts of Parliament passed since the close of the last war, as Impose or continue duties ... are repealed.

Source: David Brion Davis and Steven Mintz, *The Boisterous Sea of Liberty: A Documentary History of America from Discovery through the Civil War*, Oxford University Press, New York, 1998, pp. 167 and 168; reproduced with permission of the Licensor through PLSclear

¹**ruinous** – disastrous, devastating

²**redress** – a solution

³**non-consumption** – not buying

⁴**wares, or merchandize** – products that are bought and sold

⁵**bind** – commit and agree to

⁶**constituents** – people who are represented

Source 2

When the Second [Inter] Continental Congress assembled on May 10, 1775, the members found themselves conducting a war and voted to raise a regular army, of which it was hoped the forces encircling Boston would form the nucleus¹. To command this “Continental Army” Congress chose not a New Englander but a Virginian, George Washington, and he hurried off to Massachusetts to take charge ...

[After] the Americans had matched their muskets against the British [at Bunker Hill], they were more confident than before in denying the authority of Parliament ...

...

On May 15, 1776, the Virginia House of Burgesses voted to instruct its delegates in Congress to propose independence ... On June 7 Richard Henry Lee, following the instructions of his Virginia constituents², moved a resolution formally declaring the colonies independent. On July 2 this resolution was adopted³ and two days later the famous declaration to the world, drafted by Thomas Jefferson [was also agreed].

Source: Edmund S Morgan, *The Birth of the Republic 1763–89*, 3rd edn, The University of Chicago Press, Chicago, 1992, pp. 68, 69, 75 and 76

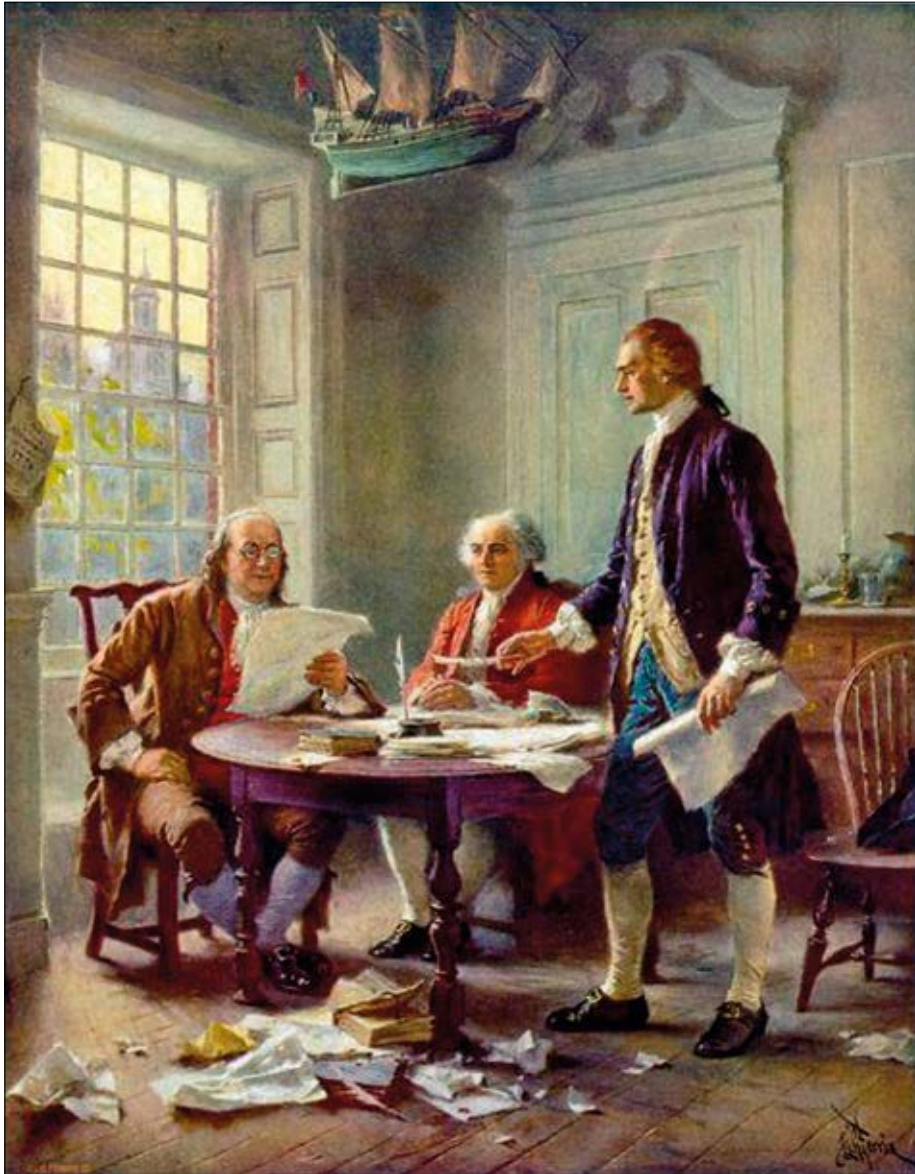
¹**nucleus** – core

²**constituents** – people who are represented

³**adopted** – agreed to

Source 3

This image, produced circa 1932, is a historical interpretation that depicts the writing of the Declaration of Independence by a committee appointed by the Second [Inter] Continental Congress. Three members of the committee – Benjamin Franklin, John Adams and Thomas Jefferson – are depicted in the image.



Source: Jean Leon Gerome Ferris, *Writing the Declaration of Independence*, 1776, photomechanical print, c. 1932; in Library of Congress, Prints and Photographs Division, Washington, DC.

Question 1 (20 marks)

- a. Using Source 1 and your own knowledge, outline the reasons for calling the First [Inter] Continental Congress. 5 marks
- b. Using Sources 2 and 3 and your own knowledge, explain the actions taken at the Second [Inter] Continental Congress. 5 marks
- c. Evaluate the significance of the First and Second [Inter] Continental Congresses in contributing to the outbreak of revolution. Use evidence to support your response. 10 marks

Consequences of revolution – The American Revolution from 4 July 1776 to 1789**Question 2** (10 marks)

Explain how slavery was a challenge for the new regime during and after the revolutionary war. Use evidence to support your response.

Question 3 (10 marks)

Explain the importance of the inclusion of the Bill of Rights to the ratification of the Constitution. Use evidence to support your response.

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France

Causes of revolution – The French Revolution from 1774 to October 1789

Use the following sources to answer Question 1.

Source 1

The crowd demanded that the mayor and city council organize the militia¹ to defend the city against the royal soldiers. Then on the morning of July 14, the crowd took matters into its own hands. A large crowd assembled and charged, first on the cannons and powder stored at the military hospital known as the Invalides and on the military depot known as the Arsenal, and next on the fortress that served as a prison, the Bastille, and finally on Paris City Hall. The crowd overtook² all these buildings, freeing the Bastille's few prisoners and killing its commander, then ejecting the Old Regime city government and killing the mayor of Paris. This demonstration-turned-riot showed definitively³ to the Parisian people, the royal government, and the entire country that patriots⁴ were willing to take to the streets and fight for change.

Source: Gregory S Brown, *The French Revolution*, 'Cultures in Conflict' series, Greenwood Press, Westport (CT), 2003, p. 124

¹**militia** – non-professional soldiers

²**overtook** – overran, captured

³**definitively** – decisively and with authority

⁴**patriots** – people who vigorously support their country

Source 2

[On July 14] the Duc de La Rochefoucauld-Liancourt [informs] Louis, for the first time, of the fall of the Bastille. The King reacts with the question "Is it a revolt?" and Liancourt replies, "No, Sire, it is a revolution." [It is] probable that it was Liancourt's apparently graphic¹ account of the death of de Launay² and de Flesselles³ that finally persuaded the King of the full enormity⁴ of the event. His military power in the capital had collapsed and with it any possible attempt to reverse the authority of the National Assembly by force.

...

[On July 17 Louis visited Paris.] At the Hôtel de Ville, above the archway ... the King could read ... his new identity:

LOUIS XVI, FATHER OF THE FRENCH, THE KING OF A FREE PEOPLE

... Louis then accepted the cockade⁵ that [mayor] Bailly offered him ... and pinned it to his hat as trumpet and cannon shot accompanied bursts of cheering.

Source: Simon Schama, *Citizens: A Chronicle of the French Revolution*, Penguin Books, London, 2004, pp. 353, 354 and 357

¹**graphic** – containing shocking details

²**de Launay** – commander of the Bastille

³**de Flesselles** – a high-ranking government official

⁴**enormity** – seriousness

⁵**cockade** – blue and red ribbons; the colours of Paris

Source 3

This print, produced circa 1789, is titled *Forever memorable day for the French when Louis XVI restored freedom for the French when he went to the Hôtel de Ville on July 17, 1789 ...* Louis XVI arrives by carriage behind members of the National Assembly. The spectators include 500 armed National Guardsmen and participants from the Bastille attack.



Source: unknown artist, *Forever memorable day for the French when Louis XVI restored freedom for the French when he went to the Hôtel de Ville on July 17, 1789. Mr Bailly, mayor of the city of Paris went to the barrier at the Conference*, print, c. 1789; in French Revolution Digital Archive, Stanford University Libraries and the National Library of France

Question 1 (20 marks)

- a. Using Source 1 and your own knowledge, outline the key events that led to the storming of the Bastille. 5 marks
- b. Using Sources 2 and 3 and your own knowledge, explain how the storming and capture of the Bastille affected the power of King Louis XVI. 5 marks
- c. Evaluate the significance of popular movements in challenging the existing order during January–October 1789. Use evidence to support your response. 10 marks

Consequences of revolution – The French Revolution from October 1789 to 1795**Question 2** (10 marks)

Explain how the French Revolution affected the everyday lives of the nobles and the bourgeoisie. Use evidence to support your response.

Question 3 (10 marks)

Explain the importance of changes to laws in the consolidation of the new regime. Use evidence to support your response.

CONTINUES OVER PAGE

Russia

Causes of revolution – The Russian Revolution from 1896 to October 1917

Use the following sources to answer Question 1.

Source 1

Extract from ‘Petition Prepared for Presentation to Nicholas II, January 9, 1905 (Bloody Sunday)’

We are impoverished and oppressed¹, we are burdened with work, and insulted. We are treated not like humans [but] like slaves ...

... Our first request was that our employers discuss our needs together with us. But they refused to do this ... on the grounds that the law does not provide us with such a right. Also unlawful were our other requests: to reduce the working day to eight hours; for them to set wages together with us and by agreement with us ... to increase the wages of unskilled workers and women to one ruble per day; to abolish overtime work; to provide medical care attentively and without insult; to build shops² so that it is possible to work there and not face death from the awful drafts, rain and snow.

...

[Elections] to the Constituent Assembly [should] be conducted under universal³, secret and equal suffrage⁴.

This is our main request ...

Source: Georgii Gapon and Ivan Vasimov, ‘Petition Prepared for Presentation to Nicholas II, January 9, 1905 (Bloody Sunday)’, Daniel Field (trans.); in ‘Workers Petition, January 9th, 1905 (Bloody Sunday)’, 2009, from ‘Documents in Russian History’, <http://academic.shu.edu/russianhistory/index.php/Main_Page>

¹**impoverished and oppressed** – poor and harshly treated

³**universal** – for everyone

²**shops** – workshops and factories

⁴**suffrage** – voting

Source 2

This poster, titled *1905*, is a historical interpretation produced in 1930. It shows events in St Petersburg on 9 January 1905.



Source: Mikhail Avilov, *1905*, 1930, lithograph on paper; The David King Collection at Tate, <www.tate.org.uk/>

Source 3

Seeing the government's weakness, the peasants took their chance and organized rent strikes to force the landowners to increase their wages as labourers. [Peasants] felled their [landlords'] trees and cut their hay. By the early summer [1905], when it became clear that the harvest had failed once again, they began to launch full-scale attacks on their estates, seizing property and setting fire to the manors¹, forcing the landowners to flee ... Nearly 3,000 manors were destroyed (15 per cent of the total) during the Jacquerie² of 1905–6. Most of the violence was concentrated in the central agricultural zone, where peasant poverty was most acute ...

Source: Orlando Figes, *A People's Tragedy: The Russian Revolution 1891–1924*, Pimlico, London, 1997, p. 182

¹**manors** – large country houses with land attached

²**Jacquerie** – revolt

Question 1 (20 marks)

- Using Sources 1 and 2 and your own knowledge, outline the grievances that caused Russian workers to protest in 1905. 5 marks
- Using Source 3 and your own knowledge, explain the grievances that caused peasants to revolt in 1905–1906. 5 marks
- Evaluate why workers' protests and peasants' uprisings failed to overthrow the government of Tsar Nicholas II by 1916. Use evidence to support your response. 10 marks

Consequences of revolution – The Russian Revolution from October 1917 to 1927**Question 2** (10 marks)

Explain how the Bolshevik Government was able to defeat major political opposition from October 1917 to March 1921. Use evidence to support your response.

Question 3 (10 marks)

Explain how the New Economic Policy (NEP) changed political and economic conditions. Use evidence to support your response.

CONTINUES OVER PAGE

China

Causes of revolution – The Chinese Revolution from 1912 to 1949

Use the following sources to answer Question 1.

Source 1

Only Labor Leads to Production – A New Life Movement wall poster produced for the Nationalist government



Source: unknown artist, *Only Labor Leads to Production*, poster, c. 1934; in Chinese Christian Posters, <<https://ccposters.com/poster/only-labor-leads-to-production/>>

Translations: The text in the middle of the poster reads ‘Only Labor Leads to Production’. The text above the symbol at the top of the poster reads ‘Examined and Approved by the New Life Movement General Promotion Council’. The symbol is the symbol of the New Life Movement. The text on either side of the symbol reads ‘New Life Movement Wall Poster Production Slogan (1)’. The text in large font at the bottom reads ‘Published by The Commercial Press’ and the text in small font at the bottom reads ‘Copyrighted, no part of this publication may be reproduced’.

Source 2

The New Life Movement aims at the promotion of a regular life guided by the four virtues¹, namely, *li*, *i*, *lien*, and *ch'ih* ...

...

People become traitors, Communists and corrupt officials, not because they are driven by hunger and cold, but because they have neglected the cultivation of virtue. The four virtues are so important that they must be adopted as the guiding principles of our life.

... As applied to our life today, they [the virtues] may be interpreted as follows:

Li means regulated attitude [discipline].

I means right conduct.

Lien means clear discrimination [honesty].

Ch'ih means real self-consciousness [sense of shame].

...

The poverty of China is primarily caused by the fact that there are too many consumers and too few producers. Those who consume without producing usually live as parasites² or as robbers. They behave thus because they are ignorant of the four virtues.

Source: Chiang Kai-Shek [Jiang Jieshi], 'Essentials of the New Life Movement', speech in September 1934; in *Sources of Chinese Tradition*, volume II, compiled by WM Theodore de Bary, Wing-Tsit Chan and Chester Tan, 'Introduction to Oriental Civilizations' series, Columbia University Press, New York, 1964, pp. 139, 141 and 143

¹**virtues** – good moral values

²**parasites** – lazy people who live off the work of others

Source 3

Chiang Kai-shek [Jiang Jieshi] (1887–1975) launched the NLM [New Life Movement] on 19 February 1934 at the military headquarters located in Nanchang, the capital of Jiangxi Province. This venue was carefully chosen. Since February 1933, Nanchang had been the headquarters for directing military campaigns against the Communists in Jiangxi and neighbouring provinces ... [Also] the Nanchang Headquarters was the very place where Chiang Kai-shek's [Jiang Jieshi's] trusted collaborators¹ were called in to draft policies aimed at the reconstruction of the areas previously occupied by the Communists. The NLM was central to the implementation² of these policies.

... For the Nationalists, it was ... a matter of ... convincing the populace³, and above all the local elites⁴, that the Nationalist government was a far better option for those areas that had already experienced Communist administration.

Source: Federica Ferlanti, 'The New Life Movement in Jiangxi Province, 1934–1938', *Modern Asian Studies*, vol. 44, no. 5, September 2010, Cambridge University Press, pp. 966 and 967; JSTOR, <www.jstor.org/>

¹**collaborators** – supporters

²**implementation** – carrying out

³**populace** – people

⁴**elites** – groups of people considered superior

Question 1 (20 marks)

- Using Sources 1 and 2 and your own knowledge, outline the values promoted by the New Life Movement. 5 marks
- Using Source 3 and your own knowledge, explain why the New Life Movement was launched in Jiangxi province. 5 marks
- Evaluate the extent to which the Nationalist's New Life Movement contributed to the rise of the Chinese Communist Party. Use evidence to support your response. 10 marks

Consequences of revolution – The Chinese Revolution from 1949 to 1971

Question 2 (10 marks)

Explain the extent to which the everyday lives of women improved in the People's Republic of China. Use evidence to support your response.

Question 3 (10 marks)

Explain how the First Five-Year Plan and collectivisation were used by the Chinese Communist Party to consolidate the Revolution. Use evidence to support your response.

SECTION B – Revolution 2**Instructions for Section B**

Indicate the revolution you have chosen for Section B by shading the relevant box on page 10 of the answer book.

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.

Your response to the essay in Section B will be assessed according to the assessment criteria set out on page 28.

Revolution	Page
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France	22
Russia	24
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America

Causes of revolution – The American Revolution from 1754 to 4 July 1776

Question 1 – Essay (20 marks)

‘The ideas of the Enlightenment were a key factor in causing revolutionary leaders to seek independence from Britain.’

To what extent do you agree with this view?

Consequences of revolution – The American Revolution from 4 July 1776 to 1789

Use the following sources to answer Question 2.

Source 1

[The fight for liberty] inflated the aspirations¹ of common men, who grumbled when wealthy gentlemen continued to grab the largest land grants, top commands, highest offices, and best contracts. Common folk also bore the greatest sacrifices and hardships of the war [of Independence]. As the conflict dragged on, they resented their increasing burdens from taxes and militia service. They blamed leaders for waging a rich man’s war by making it a poor man’s fight. The republican promise of equal opportunity invited the dissatisfied to seek more sweeping reforms meant to reduce the power and privileges of genteel² leaders. During the war, petitions from common men to legislatures multiplied and dropped their deferential³ tone in favor of new demands for attention and action ... The revolution did not begin as a radical movement, but it threatened to become one during the war as many common people demanded greater changes.

Source: Alan Taylor, *American Revolutions: A Continental History, 1750–1804*, WW Norton & Company, New York, 2017, pp. 354 and 355

¹**inflated the aspirations** – raised the hopes

²**genteel** – well-bred and high-class

³**deferential** – respectful

Source 2

The Americans were oppressed by all manner of debts, and the means of paying them seemed to be lacking ... [Domestic] creditors¹ ... wanted to be paid, and to be paid in good currency ... [Many] debtors found it impossible to earn the necessary specie², for it could only come from abroad, and Great Britain ... had cut off American farmers from their foreign markets. Their unsellable produce piled up in their barns, and their creditors took them to court ...

...

So the legislators³ relentlessly hounded the farmers to pay their taxes ... In the autumn of 1786, led by a former Continental officer, Daniel Shays (1747–1825), a veteran of Lexington, Bunker Hill and Saratoga, they [farmers from western Massachusetts] rose in rebellion, closing down the county courts which were sending so many of them to debtors' prison⁴ ... [They] were easily dispersed by the state militia ...

None the less, Shays's Rebellion was a terrible shock to respectable Americans.

Source: Hugh Brogan, *The Penguin History of the United States of America*, 2nd edn, Penguin Books, London, 2001, pp. 188–190

¹**domestic creditors** – Americans owed money

²**specie** – type of payment, usually silver or gold

³**legislators** – court officials

⁴**debtors' prison** – prison for people who cannot repay their debts

Question 2 (20 marks)

- a. Using Source 1 and your own knowledge, outline the effect of the War of Independence on social conditions. 5 marks
- b. Using Source 2 and your own knowledge, explain the causes of Shays' Rebellion. 5 marks
- c. Analyse the extent to which social groups challenged the consolidation of the new regime. Use evidence to support your response. 10 marks

France

Causes of revolution – The French Revolution from 1774 to October 1789

Question 1 – Essay (20 marks)

‘France’s involvement in the American War of Independence caused a chain of events that made revolution a certainty.’

To what extent do you agree with this view?

Consequences of revolution – The French Revolution from October 1789 to 1795

Use the following sources to answer Question 2.

Source 1

In the summer of 1793 the Revolution faced its greatest crisis, which was at the same time military, social, and political. Enemy troops were on French soil in the northeast, southeast, and southwest and, internally, the great revolt in the Vendée absorbed a major part of the Republic’s army.

...

[These threats were intensified by] ‘Federalist’ revolts [which were] particularly powerful in the large cities of the south (Bordeaux, Lyons, Toulouse, and Marseilles) and in Normandy ... [At] the heart of Federalism was the anger of the upper bourgeoisie, especially those in commercial towns, at the radical direction the Revolution had taken ...

The threat reached ... the Convention on 13 July when Charlotte Corday assassinated Marat ... Economically, the plight of wage-earners in particular continued to deteriorate¹: by August purchasing power of the *assignat*² had fallen to 22 per cent of its face value ... By then the Revolution, indeed France itself, was in danger of falling apart.

Source: Peter McPhee, *The French Revolution 1789–1799*, Oxford University Press, Oxford, 2002, pp. 116 and 117

¹deteriorate – get worse

²*assignat* – paper money

Source 2

At the height of the Terror at least 300,000 suspects had been arrested ... They were indicted¹ for a whole array of crimes, though by far the most common concerned various forms of “sedition².” We will never know the precise death toll ... A total of at least 40,000 deaths seems [likely]. All classes, moreover, were touched by the executions: over a fourth of the victims were peasants, and nearly a third were artisans³ or workers. Only 8.5 percent were nobles and 6.5 percent were clergymen ... By far the largest number of executions were in departments touched by the Vendée and Federalist rebellions ...

...

By the early summer [of 1794] a dark cloud of fear had descended over the Convention and over much of the population of Paris. Freedom of speech, freedom of the press, freedom of religion had all been essentially removed. Police spies were known to be wandering the city listening for suspicious language.

Source: Timothy Tackett, *The Coming of The Terror in the French Revolution*, The Belknap Press of Harvard University Press, Cambridge (MA), 2015, pp. 330 and 334

¹**indicted** – charged with a crime

²**sedition** – behaviour or speech encouraging people to rebel

³**artisans** – skilled workers

Question 2 (20 marks)

- a. Using Source 1 and your own knowledge, outline the challenges that threatened the survival of the Revolution in the summer of 1793 (June–August). 5 marks
- b. Using Source 2 and your own knowledge, explain the impact that government by Terror had on the population of France. 5 marks
- c. Analyse the extent to which government by Terror compromised revolutionary ideals. Use evidence to support your response. 10 marks

Russia

Causes of revolution – The Russian Revolution from 1896 to October 1917

Question 1 – Essay (20 marks)

‘From 1896, long-term causes in Tsarist Russia so weakened the government of Nicholas II that it simply collapsed in February 1917.’

To what extent do you agree with this view?

Consequences of revolution – The Russian Revolution from October 1917 to 1927

Use the following sources to answer Question 2.

Source 1

[The Decree on Land] legitimized¹ the spontaneous seizure of lands owned by the landed gentry², church, and crown and their transfer into peasant hands ... It was a hugely popular measure. In the central black-earth³ provinces three-quarters of landowners' land was confiscated between November 1917 and January 1918. How much better off peasants were as a result, is hard to say, since there was no uniformity in the amount of land peasants received even within a single township [and there were] many regions where there were no gentry estates to redistribute. Nation-wide the average allotment expanded by about an acre, but this masks substantial variation⁴. Slightly over a half of all [village] communes⁵ received no additional land ... [The] amount of new land that passed into the hands of the peasants only represented just over a fifth of the entire cultivated area. In addition, however, the situation of the peasants was improved by the abolition of rents and loan repayments.

Source: SA Smith, *The Russian Revolution: A Very Short Introduction*, Oxford University Press, New York, 2002, pp. 42 and 43

¹**legitimized** – made legal

²**gentry** – upper class

³**black-earth** – fertile

⁴**substantial variation** – large differences

⁵**communes** – communities of peasant households that elected their own officials

Source 2

In the summer of 1918 Bolshevik leaders discovered that their survival depended on the supply of peasant grain ... A Bolshevik invasion was unleashed on the villages by requisition detachments¹ of armed workers, local Committees of the Poor (*Kombedy*²), Red Army irregulars, and local officials ...

...

Through 1920 the number and extent of armed peasant revolts multiplied ... In February 1921 the Cheka reported 118 separate revolts!

The fiercest and most stubborn of these revolts occurred in the province of Tambov, 250 miles southeast of Moscow in the center of Russia's breadbasket ... Land hunger, overpopulation, and poverty had long been acute ...

[In August 1920, hostility] in the Tambov countryside flared to fever pitch with the first attempts of the new regime to collect the harvest ...

...

[Bolshevik Commander] Antonov-Ovseenko ... estimated partisan³ forces at 40,000 men in February 1921 ...

...

Against a backdrop of mass executions and burning villages, the Red Army finally crushed the partisans ...

...

The Tambov revolt was crushed by overwhelming military force and mass terror ...

...

The Russian peasant of 1922 lived in a world little different from that of 1914, with the one significant difference that he was much poorer.

Source: Seth Singleton, 'The Tambov Revolt (1920–1921)', *Slavic Review*, vol. 25, no. 3, 1966, pp. 497–499, 503, 510 and 511; JSTOR, <www.jstor.org/>

¹**requisition detachments** – armed squads used to seize grain and food ²***Kombedy*** – village committees to assist in collecting grain and food

³**partisan** – rebel

Question 2 (20 marks)

- a. Using Source 1 and your own knowledge, outline the importance of land redistribution in strengthening support for the new regime. 5 marks
- b. Using Source 2 and your own knowledge, explain how peasant opposition challenged the consolidation of the new regime during 1918–1921. 5 marks
- c. Analyse the extent to which the Revolution improved the everyday lives of peasants. Use evidence to support your response. 10 marks

China

Causes of revolution – The Chinese Revolution from 1912 to 1949

Question 1 – Essay (20 marks)

‘The Long March and the safe arrival at Yan’an were responsible for the success of the Chinese Communist Party in 1949.’

To what extent do you agree with this view?

Consequences of revolution – The Chinese Revolution from 1949 to 1971

Use the following sources to answer Question 2.

Source 1

Extract from a speech by Lu Ting-yi, Director of the Propaganda Department of the Central Committee of the Chinese Communist Party, May 1956

To artists and writers, we say, “Let flowers of many kinds blossom.” To scientists we say, “Let diverse schools of thought contend¹.” This is the policy of the Chinese Communist Party. It was announced by Chairman Mao Tse-tung [Mao Zedong] at the Supreme State Conference. ... If we want our country to be prosperous and strong, we must, besides consolidating the people’s state power, developing our economy and education and strengthening our national defence, have a flourishing art, literature and science. That is essential. If we want art, literature and science to flourish, we must apply a policy of letting flowers of many kinds blossom, letting diverse schools of thought contend. ... “Letting flowers of many kinds blossom, diverse schools of thought contend” means that we stand for freedom of independent thinking, of debate, of creative work; freedom to criticize and freedom to express, maintain and reserve one’s opinions on questions of art, literature or scientific research.

Source: Lu Ting-yi, ‘Let Flowers of Many Kinds Blossom, Diverse Schools of Thought Contend’, speech in 1956; in Paul Halsall, Internet Modern History Sourcebook, Fordham University, 1998, <<https://sourcebooks.fordham.edu/mod/1956-china-flowers.asp>>

¹**contend** – compete, dispute

Source 2

... Mao invited the intellectuals to express their comments and criticisms on both their own working conditions and wider social issues freely, in the call made public by Lu Dingyi [Lu Ting-yi] that “a hundred flowers should bloom, a hundred schools of thought contend¹.”

It was a year before the intellectuals gained courage to respond to this call, first with strongly expressed criticism ... of the overall sociopolitical system. In terms of the education system, there were bitter complaints about the mechanical copying from the Soviet Union, the narrowness of programs of teaching, the neglect and repression² of the social sciences, and the fact that Marxism-Leninism was upheld as orthodox³ doctrine, to be accepted unquestioningly ... Wider social criticism focused on the authoritarian⁴ role of the party in all decision making, the increasing gulf between party and nonparty professionals, and the various abuses of privilege of the new political elite.

Source: Ruth Hayhoe, *China's Universities 1895–1995: A Century of Cultural Conflict*, ‘Garland Studies in Higher Education’ series, vol. 4, Garland Publishing, Inc., New York, 1996, pp. 90 and 91

¹**contend** – compete, dispute

²**repression** – harsh control

³**orthodox** – correct

⁴**authoritarian** – demanding total obedience

Question 2 (20 marks)

- a. Using Source 1 and your own knowledge, outline the reasons for the Hundred Flowers Campaign. 5 marks
- b. Using Source 2 and your own knowledge, explain how Chinese intellectuals and others participated in the Hundred Flowers Campaign. 5 marks
- c. Analyse the consequences of the Hundred Flowers Campaign. Use evidence to support your response. 10 marks

Assessment criteria for Section B – Essay

The essay in Section B will be assessed against the following criteria:

- construction of a coherent and relevant historical argument that addresses the specific demands of the essay question
- demonstration of historical knowledge that is accurate and appropriate for the essay question
- use of historical thinking concepts
- use of primary sources and historical interpretations as evidence

END OF QUESTION BOOK

