



**Victorian Certificate of Education  
2007**

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

**STUDENT NUMBER**

Figures  
Words


Letter

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**HISTORY: Revolutions**  
**Written examination**

**Thursday 15 November 2007**

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

**Writing time: 3.15 pm to 5.15 pm (2 hours)**

**QUESTION AND ANSWER 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 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 into the examination room: pens, pencils, highlighters, erasers, sharpeners and rulers.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or white out liquid/tape.
- No calculator is allowed in this examination.

**Materials supplied**

- Question and answer book of 32 pages.
- Additional space is available at the end of the book if you need extra paper to complete an answer.

**Instructions**

- Write your **student number** in the space provided above on this page.
- All written responses must be in English.

**Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.**

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

Answer all questions in Section A. You are required to use the **same revolution** for all questions in this section.

**Part 1 – Revolutionary ideas, leaders, movements and events**

For each question in Part 1, indicate the option (**a.**, **b.**, **c.** or **d.**) you have chosen in the box provided.

**Question 1**

Choose **one** of the following.

**a. America [1763–1776]**

Using three or four points, explain how the Revenue Act of 1767 (also known as the Townshend Duties) contributed to a revolutionary situation by 1773. Provide evidence to support your answer.

**OR**

**b. France [1781–4 August 1789]**

Using three or four points, explain how the meeting of the Assembly of Notables in 1787 contributed to a revolutionary situation by May 1789. Provide evidence to support your answer.

**OR**

**c. Russia [1905–October 1917]**

Using three or four points, explain how Russia's involvement in World War I contributed to the abdication of Tsar Nicholas II by January 1917. Provide evidence to support your answer.

**OR**

**d. China [1898–1949]**

Using three or four points, explain how events between 1919 and 1927 contributed to the development of the Chinese Communist Party. Provide evidence to support your answer.



**Question 2**

Choose **one** of the following. Write on the **same revolution** as you did in Question 1.

**a. America [1763–1776]**

Using three or four points, explain how the American colonists' views of King George III changed between 1765 and 1776, contributing to the development of the American Revolution. Provide evidence to support your answer.

**OR**

**b. France [1781–4 August 1789]**

Using three or four points, explain how the actions taken by urban workers and by peasants between July and August 1789 contributed to the development of the French Revolution. Provide evidence to support your answer.

**OR**

**c. Russia [1905–October 1917]**

Using three or four points, explain how Lenin's policies from April to October 1917 contributed to the development of the Russian Revolution. Provide evidence to support your answer.

**OR**

**d. China [1898–1949]**

Using three or four points, explain how the Chinese Communist Party's policies from 1945–1949 contributed to victory in the Civil War. Provide evidence to support your answer.



## Part 2 – Creating a new society

### Question 3

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

#### America [1776–1789]

##### Letter of George WASHINGTON to John JAY, 1 August 1786

Your sentiments, that our affairs are drawing rapidly to a crisis, accord with my own . . . We have errors to correct. We have probably had too good an opinion of human nature in forming our confederation. Experience has taught us, that men will not adopt and carry into execution<sup>1</sup> measures the best calculated for their own good, without the intervention of a coercive power . . .

To be fearful of investing Congress, constituted as that body is, with ample authorities for national purposes, appears to me the very climax of popular absurdity and madness . . . Are not [the] interests [of members of Congress] inseparably connected with those of their constituents? By the rotation of appointment, must they not mingle frequently with the mass of citizens? Is it not rather to be apprehended, if they were possessed of the powers before described, that the individual members would be induced to use them, on many occasions, very timidly and inefficaciously<sup>2</sup> for fear of losing their popularity and future election? We must take human nature as we find it. Perfection falls not to the share of mortals.<sup>3</sup> Many are of opinion, that Congress have too frequently made use of the suppliant, humble tone of requisition in applications to the States, when they had a right to assert their imperial dignity and command obedience. Be that as it may, requisitions are a perfect nullity<sup>4</sup> where thirteen sovereign, independent, disunited States are in the habit of discussing and refusing compliance with them at their option . . . Things cannot go on in the same train<sup>5</sup> for ever . . .

What astonishing changes a few years are capable of producing. I am told that even respectable characters speak of a monarchical form of government without horror . . . What a triumph for the advocates of despotism to find, that we are incapable of governing ourselves, and that systems founded on the basis of equal liberty are merely ideal and fallacious!<sup>6</sup> Would to God, that wise measures may be taken in time to avert the consequences we have but too much reason to apprehend . . .

<sup>1</sup> carry into execution = take

<sup>2</sup> inefficaciously = ineffectively

<sup>3</sup> share of mortals = most people

<sup>4</sup> perfect nullity = amount to nothing

<sup>5</sup> train = way

<sup>6</sup> fallacious = false

a. Identify the two errors which George Washington believed were made in forming the confederation.

i. \_\_\_\_\_

ii. \_\_\_\_\_

2 marks

b. Identify two reasons given by George Washington why the people should not be afraid of giving more power to the Congress.

i. \_\_\_\_\_

ii. \_\_\_\_\_

2 marks









**Russia [November 1917–1924 death of Lenin]****Lenin defends the use of Terror against bourgeois resistance to the revolution, January 1918**

Workers and peasants, toilers and exploited! The land, the banks, the factories and works have now become the possession of the whole of the people! You *yourselves* must set to work to take account of and control the production and distribution of products – this, and this *alone*, is the road to the victory of socialism . . . For there is enough bread, iron, timber, wool, cotton and flax in Russia to satisfy the needs of all, provided only labour and its products are properly distributed . . . provided only we can defeat the enemies of the people: the rich and their hangers-on, and the rogues, the idlers and the hooligans, *not only* in politics, but in *everyday economic life*. . . . The rich and the crooks are two sides of the same medal, they are the two principal categories of *parasites* which capitalism fostered; they are the principal enemies of socialism. These enemies must be placed under the special surveillance of the whole people; they must be ruthlessly punished for the slightest violation of the laws and regulations of socialist society. Any display of weakness, hesitation or sentimentality in this respect would be an immense crime against socialism . . . cleanse the land of Russia of all sorts of harmful insects, of crook-fleas, of bedbugs—the rich, and so on and so forth.

a. Identify from the extract the two groups identified as the enemies of socialism.

i. \_\_\_\_\_

ii. \_\_\_\_\_

2 marks

b. Identify from the extract two means by which Russia's economy could be improved for the benefit of the people.

i. \_\_\_\_\_

ii. \_\_\_\_\_

2 marks

c. Using your own knowledge and the extract, explain the economic difficulties facing the new state in 1918.

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6 marks



### China [1949–1976 death of Mao]

#### **Mao: Extract from a speech delivered to an audience at the Supreme State Conference on 27 February 1957**

On the surface, these two slogans – let a hundred flowers blossom and a hundred schools of thought contend – have no class character; the proletariat can turn them to account, and so can the bourgeoisie and other people. But different classes, strata, and social groups each have their own views on what are fragrant flowers and what are poisonous weeds. So what, from the point of view of the broad masses of the people, should be the criterion today for distinguishing between fragrant flowers and poisonous weeds?

In the political life of our country, how are our people to determine what is wrong in our words and actions? Basing ourselves on the principles of our constitution, the will of the overwhelming majority of our people and the . . . political parties and groups, we believe that, broadly speaking, words and actions can be judged right if they:

1. Help to unite the people of our various nationalities, and not divide them.
2. Are beneficial, not harmful, to socialist transformation and socialist construction.
3. Help to consolidate, not undermine or weaken, the people's democratic dictatorship.
4. Help to consolidate, not weaken, democratic centralism.
5. Tend to strengthen, not to cast off or weaken, the leadership of the Communist Party.
6. Are beneficial, not harmful, to international socialist solidarity and the solidarity of the peace-loving peoples of the world.

Of these six criteria, the most important are the socialist path and the leadership of the Party. These criteria are put forward in order to foster, and not hinder, the free discussion of various questions among the people. Those who do not approve of these criteria can still put forward their own views and argue their cases.

- a. Identify from the extract the two main groups which were encouraged to express their views in the Hundred Flowers campaign.

i. \_\_\_\_\_

ii. \_\_\_\_\_

2 marks

- b. Identify from the extract the two main purposes of the Hundred Flowers campaign.

i. \_\_\_\_\_

ii. \_\_\_\_\_

2 marks



## SECTION B – Revolution Two

### Instructions for Section B

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

### Part 1 – Revolutionary ideas, leaders, movements and events

#### Question 4

Choose **one** of the following.

America [1763–1776]

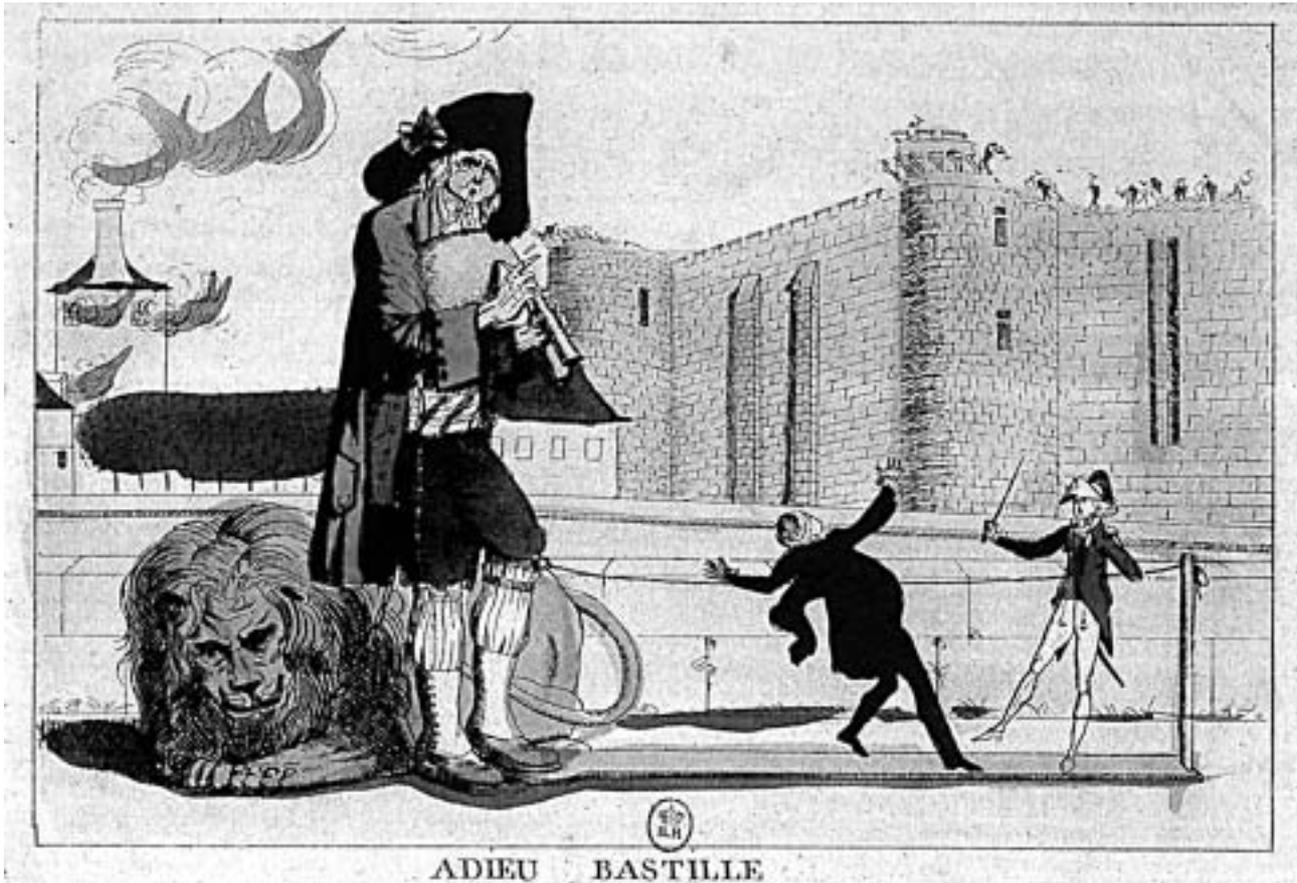


‘The Bostonians in Distress.’ This cartoon, attributed to Philip Dawe, appeared in a London newspaper, November 1774





## France [1781–4 August 1789]



‘Adieu Bastille’ (Goodbye Bastille), 1789. An anonymous French cartoon

a. Identify two different groups of people symbolised by the figures in the representation.

i. \_\_\_\_\_

ii. \_\_\_\_\_

2 marks

b. Identify two revolutionary actions depicted in the representation.

i. \_\_\_\_\_

ii. \_\_\_\_\_

2 marks





**Russia [1905–October 1917]**

Due to copyright restriction,  
this material is not supplied.

Lenin proclaims Soviet power. A painting by Vladimir Alexandrovich Serov, 1947

- a.** Identify two features of the representation which suggest that 1917 was a people's revolution.

**i.** \_\_\_\_\_

**ii.** \_\_\_\_\_

2 marks

- b.** Identify two ways (not listed in **part a.** above) in which the artist suggests that Lenin was a popular leader.

**i.** \_\_\_\_\_

**ii.** \_\_\_\_\_

2 marks





**China [1898–1949]**

Due to copyright restriction,  
this material is not supplied.

An artist's view of Mao Zedong leading the Long March

- a.** Identify two features of the representation which show the significance of the Long March in the history of the Chinese Communist Party.

**i.** \_\_\_\_\_

**ii.** \_\_\_\_\_

2 marks

- b.** Identify two features of the representation (not listed in **part a.** above) which suggest the importance of Mao's leadership of the Chinese Communist Party.

**i.** \_\_\_\_\_

**ii.** \_\_\_\_\_

2 marks





## Part 2 – Creating a new society

### Question 5

Choose **one** of the following and write an extended response in the space provided. Write on the **same Revolution** you used to answer Question 4.

- a. Discuss the extent to which revolutionary leaders may have modified their ideals in creating the new society.

**OR**

- b. Discuss the extent to which difficulties threatened the formation of the new society.

**OR**

- c. Discuss the extent to which there was significant change in the lives of the people following the revolution.

20 marks

Working space









