VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

Victorian Certificate of Education 2002

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER

										Letter
Figures										
Words										

HISTORY: Revolutions

Written examination

Wednesday 13 November 2002

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

Section	*Number of questions*	*Number of questions to be answered*	*Percentage of marks*	*Suggested time (minutes)*
A	2 (10 parts)	2 (4 parts)	20	20
B	1 (10 parts)	1 (2 parts)	30	40
C	3	1	50	60
			Total 100	120

- 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 21 pages, including **Assessment criteria** on page 21. There is a detachable insert for Section B in the centrefold.
- A script book is available from the supervisor if required.

Instructions
- Detach the insert from the centre of this book during reading time.
- Write your **student number** in the space provided above on this page, and on the front cover of any script book used.
- All written responses must be in English.

At the end of the examination
- If a script book is used, place it inside the front cover of this question and answer book.

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

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SECTION A

Instructions for Section A

This section of the examination paper contains two questions – Question 1 and Question 2. These questions examine aspects of Areas of Study 1 and 3, 'Crisis in the Old Regime' and 'Creating a New Society'. Answer **two parts** of Question 1 and **two parts** of Question 2. Write no more than a paragraph for each of the four parts.

Question 1

Choose **any two** of the following.

Using four or five main points, explain why

a. the misgovernment of King Charles I helped create a revolutionary situation in England by 1640.

b. disputes between the American colonists and Britain over taxation helped create a revolutionary situation in the American colonies in the period before 1775.

c. resistance to reform between 1770 and 1789 helped create a revolutionary situation in France.

d. economic crisis helped create a revolutionary situation in Russia by February 1917.

e. failed attempts at reform between 1898 and 1911 helped create a revolutionary situation in China.

SECTION A

Question 1

☐ **Either a., b., c., d. or e.**

☐ **Either a., b., c., d. or e.**

Question 2

Choose **any two** of the following.

Using four or five main points, explain how the revolutionary government responded to

a. the refusal of significant groups to accept the new regime in 1649.

b. lack of confidence in the constitutional arrangements detailed in the Articles of Confederation in the 1780s.

c. civil unrest in France between 1790 and 1793.

d. the threat of foreign invasion in Russia between 1919 and 1924.

e. fear that the revolution in China was losing momentum in the mid 1960s.

SECTION A

Question 2

☐ **Either a., b., c., d. or e.**

☐ **Either a., b., c., d. or e.**

END OF SECTION A
TURN OVER

SECTION B

Instructions for Section B

Remove the insert from the centre of this book before answering the question. Write on **one** of the Revolutions you studied. The Revolution you choose for Section B should not be the same as the one you choose for Section C. Question 3 examines Area of Study 2, 'Revolutionary Ideas, Movements and Leaders'.

Question 3

Choose **one** of the Revolutions from the insert. Answer the two parts (**i.** and **ii.**) of your chosen Revolution. **Provide evidence to support your response**.

Rough work only

☐ **Either a., b., c., d. or e.**

i.

ii.

END OF SECTION B
TURN OVER

SECTION C

Instructions for Section C

Write an essay on one of the Revolutions you studied. The Revolution you choose for Section C should not be the same as the one you chose for Section B. The essay question examines aspects of Areas of Study 1 and 3, 'Crisis in the Old Regime' and 'Creating a New Society'.

Choose **one** of the following essay topics.

Question 4

'A revolution does not satisfy the grievances that existed under the old regime because the revolution does not create a new society.'

Discuss this view, providing evidence to support your answer.

OR

Question 5

'Social division is both the cause and the inevitable outcome of a revolution.'

Discuss this view, providing evidence to support your answer.

OR

Question 6

'War was a major factor both in causing the collapse of the old regime and in shaping the new order.'

Discuss this view, providing evidence to support your answer.

SECTION C

☐ **Either Question 4, 5 or 6**

Rough work only

Rough work only

A script book is available from the supervisor if you require extra paper to complete your answer.

Please ensure that you write your **student number** in the space provided on the front cover of the script book.

At the end of the task, place the script book inside the front cover of this question and answer book.

END OF SECTION C

Assessment Criteria

The examination will address all of the criteria. All students will be examined against each criterion.

Section A

1. understanding of aspects of the origin of the revolution and the nature of the new society

Section B

2. understanding of aspects of revolutionary ideas, movements and leaders
3. use of evidence to support an argument
4. relevant response to the questions

Section C

5. relevant response to the question
6. understanding of the origins of the revolution
7. understanding of challenges faced by the emerging new order
8. use of evidence to support an argument and conclusion
9. analysis of continuity and change
10. understanding of historical sources and/or historians' approaches

END OF QUESTION AND ANSWER BOOK

Insert for Section B

Please remove from the centre of this book during reading time.

a. *England*

On 1 June 1642, the Long Parliament sent to Charles I its terms for a peaceful settlement: the Nineteen Propositions.

Three crucial items were as follows:

Proposition 1: That the Lords and others of your Majesty's Privy Council and such great officers and Ministers of State, either at home or beyond the seas, may be removed from your Privy Council, and from those offices and employments, except those approved of by both Houses of Parliament.

Proposition 5: That no marriage shall be concluded or negotiated, for any of the King's children, with any foreign Prince, or other person whatsoever, abroad or at home, without the consent of Parliament.

Proposition 8: That your Majesty would be pleased to consent that such a reformation be made of the Church government and forms of services as both Houses shall advise.

i. What revolutionary ideas are expressed in these extracts from the Nineteen Propositions?

ii. To what extent did these ideas contribute to the outbreak of the revolutionary struggle between King and Parliament?

OR

b. *Colonial America*

In March 1775, Patrick Henry delivered a patriotic address to the Virginia Convention which was meeting in Richmond, Virginia.

Three millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are invincible by any force which our enemy can send against us. Besides, sir, we shall not fight our battles alone. There is a just God who presides over the destinies of nations, and who will raise up friends to fight our battles for us. The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave . . . There is no retreat but in submission and slavery! Our chains are forged! Their clanking may be heard on the plains of Boston! The war is inevitable – and let it come . . . I know not what course others may take; but as for me, give me liberty or give me death!

i. How does Patrick Henry justify the need for war against Britain?

ii. To what extent did ideas such as these shape the American Revolution?

OR

c. *France*

This illustration appeared early in the French Revolution. It shows three people constructing the new constitution.

i. What is the artist suggesting about the relationship between the three Estates early in the French Revolution?

ii. To what extent did this relationship actually exist during the French Revolution?

OR

d. *Russia and the USSR*

In 1990, the historian, Richard Pipes, wrote the following:

In October, the Bolsheviks gave up on massive armed demonstrations and street skirmishes, which they had employed, on Lenin's insistence, in April and July, because the crowds had proven difficult to control and provoked a backlash. They relied instead on small, disciplined units of soldiers and workers under the command of their Military Organisation, disguised as the Military-Revolutionary Committee, to occupy Petrograd's principal communications and transport centres, utilities and printing plants—the nerve centres of the modern metropolis. The entire operation was carried out so smoothly and efficiently that even as it was in progress the cafes and restaurants along with the opera, theaters, and cinemas were open for business and thronged with crowds in search of amusement.

i. How does Pipes describe the role of the Bolshevik party in the October revolution of 1917?

ii. To what extent is this an accurate interpretation of the role of the Bolshevik party in the October revolution of 1917?

OR

e. *China*

In *Thunder Out of China* (published in 1946), T. White and A. Jacoby wrote the following:

When Chiang tried to fight the Japanese and preserve the old fabric at the same time, he was not only unable to defeat the Japanese but powerless to preserve his own authority. His historic enemies, the Communists, grew from an army of 85,000 to an army of a million, from governors of 1,500,000 peasants to masters of 90,000,000.

The communists used no magic; they knew the changes the people wanted and sponsored these changes. Both parties lied and cheated and broke agreements; but the communists had the people with them, and with the people they made their own justice.

i. What do White and Jacoby identify as the strengths of the Chinese communist movement?

ii. To what extent is this an accurate interpretation of the strengths of the Chinese Communist Party?

END OF INSERT FOR SECTION B