



Units 3 and 4 History: Revolutions

Practice Exam Solutions

Stop!

Don't look at these solutions until you have attempted the exam.

Any questions?

Check the Engage website for updated solutions, then email practiceexams@ee.org.au.

Section A – Revolution One

America

Question 1

To achieve a high scoring response, students should include a discussion of:

- Patrick Henry introduced the Virginia Stamp Act Resolves (May 1765) that rejected Britain's right to tax the colonists.
- Delivery of his famous 'treason' speech to the Virginia Assembly (May 1765) which was published serving as propaganda.
- Present at the first (Sept 1774) and second (May 1775) Continental Congresses
- His famous 'give me liberty or give me death' speech (March 1775) to the Virginia Convention supported the mobilization of American forces → Battle of Lexington & Concord (April 1775).
- Colonel in the local Virginia militia (1775).
- Influenced his colleagues to take action against British interference with his powerful oratory and strong will.

Question 2

- The notion of 'virtual' representation versus 'actual' representation.
- Growing ideas of liberty → highlighting the importance of political representation.
- The Stamp Act Congress develop the 'Declaration of Rights and Grievances' (Oct 1765) addressing Britain's disregard for colonial rights.
- 'No taxation without representation'
- The Declaratory Act (March 1766) exerted British sovereignty over the colonies.
- Coercive Acts (1774) inhibit colonial trade and control with the Massachusetts Government Act (May 1774) replacing the Massachusetts assembly with a form of martial law.
- By May 1776, Congress was urging the states to create their own state constitutions – signifying separation from Britain and their power.
- Britain's complete disregard of the American right to representation in parliament contributed to the development of a progressively unified response against British sovereignty and the mounting support for independence by 1776.

To achieve a high scoring response, students must:

- Keep within the noted time frame
- Use accurate historical dates and terms
- Ensure they cover at least 3 to 4 points in your answer, it may be useful to signpost your answer (firstly, secondly, furthermore, moreover, in addition)
- Stay relevant; ensure the question is directly answered without 'waffling' on or including irrelevant information.
- Consistently analyse – avoid just detailing an event or issue but instead, discuss its effect and overall contribution to revolutionary development.

Question 3a

- How smaller and larger states should be politically represented [1]
- The inclusion or exclusion of African Americans in political representation [1]

Question 3b

Any two of the following:

- Slaves were seen as sub-human or 'objects' and lacked legal rights. [1]
- Northern delegates believed that it was unnecessary as they had no political identity or vote either way. [1]
- The three-fifths clause would recognise the interests of slave-holders with a stronger political representation. [1]

Question 3c

Points to be covered (further points needed in order to receive full marks):

- Representation of smaller and larger states, by size or population ('smaller states effectively would be eliminated as political forces...') – The 'Great Compromise' (July 1787)
- The centralisation of power from the states to a federal government – fears of concentrated power and reduced sovereignty.
- Anti-federalists – powerful figureheads such as Patrick Henry spreading doubt about the lack of protection against tyrannical government.
- Lack of explicit reference to individual rights in the Constitution
- The representation of African Americans – three-fifths clause. Refer to extract.

Question 3d

Points to be covered (further points needed in order to receive full marks):

- Reference to the inequalities present in regards to African Americans – three-fifths clause and the continuation of the slave trade.
- Notion of three levels of government under the Constitution – unlikely that a tyrannical government could emerge.
- Women still existing as the secondary sex – lack of political representation
- Constitution protected the interests of white colonists who experienced a high degree of political representation
- Bill of Rights (March 1789) – protected the individual liberties of Americans
- Exclusions from voting – African-Americans, women, Native Americans and men who did not own property.
- 'Did not herald fundamental economic or social change' - Dennis Phillips (opinion supports the extract's expression of the continued oppression of African Americans)

To achieve a high scoring response, students must:

- Use accurate terminology and dates
- Link both references from the extract with their own knowledge clearly and fluently.
- Point out both the strengths and weaknesses of the extract in eliciting the degree of liberty and equality in the new society.
- Included historiography – at least 3 to 4 opinions from different schools of thought who may disagree or agree with Countryman's perspective.

France

Question 1

To achieve a high mark students should have included a discussion of:

- The division of French society into three Estates, the first two receiving significant privileges, at the expense of the much larger Third Estate
- Discrepancies between and within the Estates
- Unfair taxation of the Third Estate, the demands for reform and the failure to create significant structural change
- Unhappiness with the system articulated by the pamphlet press, particularly Sieyes' writing
- The expression of discontent by the rioters at what came to be known as the Revellon Riots on the 27th April, 1789
- The culmination of this discontent into the meeting of the Estates-General on the 5th May, 1789

The response should include a number of specific examples within the stated timeline.

Question 2

To achieve a high mark students should have structured their response around three or four main points such as:

- Rumours about the Queen such as the Diamond Necklace Affair and those depicted by the pornographic press
- Her reflection on Louis XVI as a ruler; initial failure to produce an heir and his retreat into private life at the death of the Dauphin
- Her suggested disregard for the impoverished using examples such as the Petit Trianon
- Rumours about her lavish spending that were suggested to be responsible for France's debt crisis in August, 1788

The response should include a number of specific examples within each of the three or four main categories.

Question 3a

Any two of:

- The body of King Louis XVI [1]
- Robespierre and associates [1]
- The National Guard [1]
- The revolutionary crowd [1]

Question 3b

Any two of:

- The guillotine [1]
- The beheaded figure held before the crowd [1]
- The pikes held by the crowd [1]

Question 3c

A range of responses are acceptable, please discuss with your tutor or teacher. Responses should deal with the accusations put forward against the King and should use both the source and external information.

Question 3d

A range of responses are acceptable, please discuss with your tutor or teacher.

Russia

Question 1

To achieve a high mark students should have included a discussion of:

- The power tension between the Provisional Government and Petrograd Soviet
- Internal unrest in response to external crises
- The failure of the Provisional Government to respond to the unrest
- The impact on the Bolsheviks
- The development of the October Revolution

The response should include a number of specific examples within the stated timeline.

Question 2

To achieve a high mark students should have structured their response around three or four main points such as:

- Outline the outbreak of the external crises: Russo-Japanese war and WWI
- Russo-Japanese war: reflected badly on Russia because they were defeated so quickly and comprehensively reducing faith in the Tsar
- WWI: there was discontent because soldiers were poorly equipped and because of great losses such as Tannenburg and Mansurian Lakes
- Internal discontent followed with reports from the frontline and the shortage of necessities in the major cities
- The Tsar's decision to take over from Nikolai Nikolaivich meant that the people saw him as personally responsible for the failures of the war
- The rumours about the Tsarina and Rasputin who were left in control meant further degradation in faith of the Romanovs
- The ministerial leap frogging that took place under Rasputin prevented effective governmental intervention in the crises
- The Tsar and Tsarina's failure to act in response to the February demonstrations escalated into the order of abdication

The response should include a number of specific examples within each of the three or four main categories.

Question 3a

Variations on:

- "A man of the people" [1]
- Passionate [1]

Question 3b

Variations on:

- The men craning in to hear more [1]
- Arms raised in revolutionary fervour [1]

Question 3c

A range of responses are acceptable, please discuss with your tutor or teacher.

Question 3d

A range of responses are acceptable, please discuss with your tutor or teacher.

China

Question 1

The following is an example of a high scoring response. Please note that a range of answers are possible.

The '100 days of Reform' were instrumental in the development of the revolutionary atmosphere of 1911. Emperor Guangxu's attempt to initiate a series of reforms failed drastically. The boycott of the bureaucracy of the 100 Days of Reform illustrated the immense strength of conservative forces within the government. Their refusal to initiate change generated tension between the aristocracy and the rest of the population, eliciting an anti-Qing sentiment within the Chinese population. Additionally, the ensuing coup d'état by Empress Cixi gave impetus to revolutionary forces within China. Empress Cixi's resistance against change led to the growth and radicalization of revolutionary movements and the eventual revolution of 1911. McDonald claims that due to the failure of the 100 Days of Reform, It was clear that there would "not be a coherent program of reform led from the top of China". This final clarity led to the development of the revolutionary fervor present in 1911.

Question 2

The following is an example of a high scoring response. Please note that a range of answers are possible.

The encirclement campaigns of 1930-4 were indicative of the Chinese Communist Party's strength as a party. Between 1933 and 1934 Chiang Kai-shek and his Nationalist troops attempted four times to attack and defeat the Communist forces in Jiangxi. The CCP's utilization of guerrilla warfare against the Nationalists was successful: Mao's leadership in this aspect is fundamental in concern with his subsequent leadership of the Long March, the eventual triumph of the CCP in 1949 and his indomitable position until his death. The disposal of Mao and return to use of conventional warfare of the CCP, and ensuing success of the GMD in the fifth encirclement campaign forced the Communists to flee on the Long March. The failure of the CCP in the fifth encirclement campaign also effectively saw Mao emerging as the supreme leader of the CCP. The major repercussion of the fifth encirclement campaign, the Long March, established the Red Army as an army with a tradition of endurance; the veterans of the Long March radiated confidence and epitomized the Maoist virtues of self-sacrifice, courage and struggle. The leadership of Mao and the Long March that resulted from the GMD's encirclement campaigns illustrates the contribution of the campaigns to the eventual triumph of the CCP in 1949.

Question 3a

- Peasants/workers [1]
- 'Bourgeois rightists' – Aristocracy, Kuomintang [1]

Question 3b

- The people have achieved a greater unification, creating a higher tide of production through the five year plan and the soon to come Great Leap Forward [1]
- Rectification of 'subjectivism' of the old society and exorcism of the old party [1]

Question 3c

A range of responses are acceptable, please discuss with your tutor or teacher.

To achieve a high scoring response, students must:

- Recognize that this is a Maoist perspective
- Clearly address:
 - The First Five Year Plan as an economic success
 - Agrarian Land Reforms – rights for Women as monumental
 - Speak Bitterness Campaigns – initial destruction of revolutionary ideals
 - The Hundred Flowers Campaign as a call for debate and criticism, and then as a method for purging intellectuals, utterly destroying revolutionary ideals
 - The First Decade and its relationship with the compromising of ideals
- Include evidence such as statistics and primary quotes to add validity to the argument

Question 3d

A range of responses are acceptable, please discuss with your tutor or teacher.

To achieve a high scoring response, students must:

- Highlight that it only shows one small aspect of the revolution and that this is a Maoist representation
- Offer a comprehensive and critical evaluation
- Construct a detailed description of the outcomes of the First Decade to highlight the deficiencies of the revolution and Mao's description
- The use of historiography is essential, and varying the orientation of the historian is optimal

Section B – Revolution Two

Part 1 - Revolutionary ideas, leaders, movements and events

America

Question 1a

- The idea of liberty represented by the liberty tree and the Phrygian cap [1]
- The demand for popular sovereignty and 'no taxation without representation' illustrated by the tarring and feathering of the tax collector and destruction of tea, all relating to legislation imposed by Britain. [1]

Question 1b

Any two of the following:

- A copy of the Stamp Act is hung upside down on the liberty tree [1]
- The colonists are forcibly pouring tea down the excise man's throat [1]
- Colonists are dumping tea into the harbour [1]
- The noose extending from the tree, commonly associated with the hanging of effigy's [1]
- The excise man (tax collector) has been tarred and feathered [1]

Question 1c

Points to be covered (further points needed in order to receive full marks):

- End of 'salutary neglect' – increase in British involvement in American colonies
- The Stamp Act of 1765, the colonial response and refusal to comply - from your own knowledge (for example, Virginia Resolves, boycotts, Sons of Liberty) and from the image (for example, the 'Stamp Act' notice hung upside down on the liberty tree)
- The Seizure of Liberty (1768) and Malcom Affair (1766) support the violent actions against British officials as seen in the image (tarring and feathering and the noose for effigy's)
- Link the tarring and feathering to the introduction of the Townshend Duties and the increasing aggression and intolerance of British authority.
- Boston Massacre (March 1770) – increase in military presence and growing colonial resentment.
- Committees of Correspondence (November 1772) set up to spread propaganda through the colonies and increase hatred of British sovereignty
- The Boston Tea Party (December 1773), link to depiction in drawing.

To achieve a high scoring response, students must:

- Keep within the noted time frame
- Use accurate historical terms and dates
- Ensure they utilize both the extract and their knowledge to develop a response
- Link concepts from the extract with their own knowledge in a coherent manner.
- Produce an answer that details how certain actions and events illustrate the overall effect of growing intolerance of British authority.

Question 1d

Points to be covered (further points needed in order to receive full marks):

- Drawing elicits the violent actions directed towards the British as a result of rising tensions due to the legislation (for example, the Tea Act of May 1773 which was the main catalyst for the Boston Tea Party, December 1773) and Britain's usurpation of colonial power.
- No reference to American attempts at reconciling with Britain (for example, the Olive Branch petition in July 1775) or the coercive acts and subsequent military presence which had a significant impact in uniting the colonies against Britain (through the continental congress)
- Image bias – produced in London, the drawing is of British origin and is therefore biased in its depiction of the Bostonians as violent and hostile.
- The Coercive Acts (March-June 1774) increased the presence of the military in Boston, limited trade and western expansion.
- ' the use of army in civil affairs convinced many Americans that they would be governed by military force unless they met force with force to maintain the liberties they insisted were rightfully theirs' - Merrill Jensen (part of this quote or Jensen's opinion could be tied in with the fact that the image does not depict any military presence which by 1774 was occurring and influencing the rising tensions)

To achieve a high scoring response, students must:

- Keep within the noted time frame and use accurate historical terms and dates
- Link concepts from the extract with their own knowledge in a coherent manner.
- Use historiography to support your opinions. Contrast historian opinions from different schools of thought and how their stance supports or rejects the ideas depicted in the image.
- Discuss both the strengths and limitations of the image.
- Discuss the bias of the image and its limited perception of the revolution.

France**Question 1a**

Any two of the following are appropriate:

- First Estate- Clergy (1)
- Second Estate- Nobles (1)
- Third Estate- Commons (1)

Question 1b

Variations on the following are appropriate:

- The size of the “Great Burden” that the men are carrying
- The strained look on the men’s faces

Question 1c

A range of responses are acceptable, please discuss with your tutor or teacher.

Question 1d

A range of responses are acceptable, please discuss with your tutor or teacher.

Russia

Question 1a

- Experience [1]
- Confidence [1]

Question 1b

- The Russo-Japanese War [1]
- Peasant uprisings [1]

Question 1c

A range of responses are acceptable, please discuss with your tutor or teacher.

Question 1d

A range of responses are acceptable, please discuss with your tutor or teacher.

China

Question 1a

- The aristocracy / imperialists / the Guomindang (“Chiang Kai-shek and his like”) [1]
- The peasants (“us”) [1]

Question 1b

- According to Mao, the Long March acts to illustrate the inefficiency and incompetency of the Guomindang by providing a sterling example of the capabilities of the Chinese Communist Party. [1]
- The Long March is also represented as functioning as a means for disseminating information and propaganda to the masses, promoting the notion of the Red Army as the ‘only road’ on which to walk upon. [1]

Question 1c

A range of responses are acceptable, please discuss with your tutor or teacher.

To achieve a high scoring response, students must:

- Recognize that this is a Maoist perspective
- Clearly address
 - The context and repercussions of the Long March
 - That the majority of the Long March participants were killed and that many of Mao’s contemporaries considered it a ‘failure’
 - The impact the Long March had on morale and the nucleus of individuals it generated
 - The military control of Mao and the beginning of his reign as leader of the Chinese Communist Party: how the Long March crystallized his power
- Include evidence such as statistics to add validity to the argument

Question 1d

A range of responses are acceptable, please discuss with your tutor or teacher.

To achieve a high scoring response, students must:

- Highlight that it only shows one small aspect of the Long March and that this is a Maoist representation
- Endeavour to portray a variety of interpretations of the Long March
- Offer a comprehensive and critical evaluation
- Construct a detailed description of the outcomes of the Long March to highlight the deficiencies of the revolution and Mao’s description
- The use of historiography is essential, and varying the orientation of the historian is optimal

Part 2 - Creating a new society

Please discuss your essay with your teacher or tutor as a range of approaches are acceptable.