



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

A range of responses are appropriate. Possible points for discussion include:

- The ideas of Enlightenment philosophers such as John Locke and Jean-Jacques Rousseau were extremely influential.
- John Locke's natural rights of life, liberty and property.
- Increasing political and philosophical thought inspired by this period.
- American figure-heads such as Benjamin Franklin and Thomas Jefferson influenced by the work of the Enlightenment – for example, Thomas Jefferson's 'A summary View of the Rights of British America' and the 'Declaration of Independence' (which included John Locke's natural rights) were both influenced by Jefferson's knowledge of political philosophy and Enlightenment ideals.
- The Enlightenment also inspired writer Thomas Paine and his pamphlet 'Common Sense' which was important in rousing support for the 'Declaration of Independence'.

High-scoring responses must:

- Use accurate historical dates and terms
- Ensure 3 to 4 points from within the time frame set by the question are covered

Question 2

A range of responses are appropriate. Possible points for discussion include:

- Economic reasons for the American Revolution such as trade restrictions and heavy taxes and duties:
- Measures introduced which restricted the American colonies' trade with other nations, stifling fiscal growth and the development of new markets (the Navigation Acts).
- The Sugar Act 1764- trade of products such as rum, molasses and sugar was regulated in order to raise revenue for the British government through duties – marked the beginning of a series of legislative initiatives that hindered the economies of the colonies.
- The Tea Act gives the British East India Tea company a virtual monopoly – Boston Tea Party, influence of Sons of Liberty and increase in violent acts.
- Boycotts in response to economic interference – increasing anti-British sentiment.
- Coercive acts of 1774 – particularly the Boston Port Act that closed all docks to private shipping. Private shipping was prevented in Boston Harbour until Britain was reimbursed for the damaged tea during the Boston Tea Party – directly harmed American trade and commerce: the profitable deep-sea fishing market was halted, creating resentment and increasing frustration.

High-scoring responses must:

- Use accurate historical dates and terms
- Ensure 3 to 4 points from within the time frame set by the question are covered

Question 3a

Any two of the following:

- The wealthy elite [1]
- Small property owners [1]
- Middle-income mechanics [1]
- Farmers [1]

Other answers may be acceptable as long as they are contained within the extract.

Question 3b

Any two of the following:

- The right to freedom of speech [1]
- The right to publish (freedom of the press) [1]
- The right to worship (no national religion) [1]
- The right to petition [1]
- The right to assemble [1]
- The right to be tried fairly in court [1]
- The right to feel secure at home against any official intrusion from the government [1]

Other answers may be acceptable as long as they are contained within the extract.

Question 3c

A range of responses are appropriate. Possible points for discussion include:

- The meeting at the Philadelphia Convention in 1787 marked the beginning of the formation of the Constitution – several issues arose within the development of this new political framework:
- The first challenge was whether to revise the Articles of Confederation or create a completely new document.
- *'Certainly did not want an equal balance between slaves and masters...'* - the three-fifths clause.
- Representation of smaller and larger states - elections on a proportional basis was favoured by larger states as they would be better represented.
- 'The Great Compromise' saw equal representation.
- Legislation would have to pass through both houses of Congress.
- Federalist vs. anti-Federalist debates – anti-Federalists believed that the Constitution involved undue amounts of national power; it diminished state power and did not explicitly protect individual rights. *'The shakiness of anyone's liberty when entrusted to a Government of the rich and powerful.'* - Anti-federalists feared coercive power and the control of a national government.

Question 3d

A range of responses are appropriate. High-scoring responses must:

- Include historiography in support of the response. Contrasting opinions from historians are beneficial in analysing the source.
- Engage with the source, including analysis of its strengths and weaknesses.

France

Question 1

A range of responses are appropriate. Possible points for discussion include:

- The convening of the Assembly of Notables, subsequent failure and the Aristocratic Revolt.
- Blame directed at the Bourbon's spending habits, in particular Marie-Antoinette, which contributed to growing negative sentiment towards the regime.
- National debt drawing attention to unequal and inefficient taxation within France leading to growing discontent in the Third Estate.
- Brienne's battle with the Parlements and the Day of Tiles in Grenoble. Anger at Louis XVI increased after the dismissal and exile of the Parlements.
- Calling of the Estates General to deal with crisis leads to the formation of influential groups such as the Society of Thirty and the pamphlet war which contributed significant works such as 'What is the Third Estate?' to the discourse.
- The King's agreement to a doubling of the Third led to increasing expectations of reform, dashed by the announcement of voting by order when the Estates General was convened.
- Failure of the Estates General to reach an agreement and the King's calling of a *Seance Royale* result in the Tennis Court Oath.

High-scoring responses must:

- Use accurate historical dates and terms
- Ensure 3 to 4 points from within the time frame set by the question are covered

Question 2

A range of responses are appropriate. Possible points for discussion include:

- The Day of the Tiles in Grenoble, which was one of the first signs of popular support of the Parlements and resistance to the monarchy.
- Increasing involvement in Paris politics through the election of deputies for the calling of the Estates General.
- Participation of those in municipal and rural areas in the writing of the cahiers de doléances.
- The paranoia of the rural districts led to a phenomenon known as the Great Fear, in which armed peasants attacked signs of the feudal system.
- An inquiry into the Great Fear and its causes resulted into voluntary relinquishment of feudal power and privilege by nobles on the 4th August 1789.

High-scoring responses must:

- Use accurate historical dates and terms
- Ensure 3 to 4 points from within the time frame set by the question are covered

Question 3a

Any two of the following:

- Participation and representation in politics: “Every citizen has a right to participate personally, or through his representative...” [1]
- Freedom of speech, as “no one should be disquieted on account of his opinions” [1]
- Freedom of religion, as “even religious” speech was free [1]
- Freedom from unjust punishment [1]
- Imprisonment only by Law [1]
- Presumed innocence until proof of guilt [1]

Other responses may be acceptable, as long as they are contained within the extract.

Question 3b

Any two of the following:

- The Government cannot exercise power without the consent of the nation, as the principle of all sovereignty resided within the nation.
- The Government must be accountable, as society had the right to require an account of the administration of every public figure.

Other answers may be acceptable, as long as they are contained within the extract.

Question 3c

A range of responses are appropriate. Possible points for discussion include:

- Attempts to dismantle the feudal system.
- The dismantling of the system of privilege which previously benefitted nobles.
- The designation of the roles and powers of the National Assembly.
- The restructuring of the relationship between the monarchy and the National Assembly; suspensive veto for the King.
- The self-denying ordinance to prevent any individual from the National Assembly gaining too much power.
- Beginning of seizure of power from the First Estate: confiscation of Church land to raise revenue on the 2nd November, 1789.

Question 3d

A range of responses are appropriate. High-scoring responses must:

- Include historiography in support of the response. Contrasting opinions from historians are beneficial in analysing the source.
- Engage with the source, including analysis of its strengths and weaknesses.

Russia

Question 1

A range of responses are appropriate. Possible points for discussion include:

- Perception of the Tsar as 'Bloody Nicholas' after Bloody Sunday.
- Perception of the Tsar as oppressive with the limitations placed on the Dumas.
- The Tsar's assumption of the post of head of the Russian Army in 1915, which led to him being perceived as directly responsible for the failure of the Army.
- The role of Rasputin's presence in discrediting the Tsar's authority through the pamphlet press insinuating a sexual relationship between him and the Tsarina.

High-scoring responses must:

- Use accurate historical dates and terms
- Ensure 3 to 4 points from within the time frame set by the question are covered

Question 2

A range of responses are appropriate. Possible points for discussion include:

- The failure of the Provisional Government to end Russia's involvement in World War I.
 - Russian presence in the War resented because of high mortality rate and domestic pressures created by the conflict.
- The June Offensive was a disaster, leading to loss of morale and mass desertion within the Russian Army:
 - Criticised by Trotsky, triggering the July Days.
- Lenin's call for 'Peace!' in the April Thesis appealed, contributing to a revolutionary situation.
- Economic issues caused by WWI continued.

High-scoring responses must:

- Use accurate historical dates and terms
- Ensure 3 to 4 points from within the time frame set by the question are covered

Question 3a

Any two of the following:

- “The five kulak districts.” [1]
- The hanging of one hundred individuals. [1]
- “Publish their names.” [1]
- “That for hundreds of (kilometres) around...” [1]

Other answers may be acceptable as long as they are contained within the extract.

Question 3b

Any two of the following:

- To suppress uprisings in five districts. [1]
- Ideological reasons: “rich men, bloodsuckers...” [1]
- To acquire grain by taking it from the kulaks. [1]
- To scare others (by publishing the names of the kulaks and making sure people from ‘hundreds of kilometres’ around would know of the violence) [1]

Other answers may be acceptable as long as they are contained within the extract.

Question 3c

A range of responses are appropriate. Possible points for discussion include:

- As the value of the ruble dropped, some peasants choose to hoard grain instead of selling it at reduced value.
- The Bolsheviks attempted a number of initiatives, including requisition squads, to retrieve hoarded grain. However, this had a negative effect, as peasants stopped producing surplus grain entirely, as there was no incentive- it would just be taken away.
- There was widespread famine in Russia.
- War Communism was receiving criticism for the hoarding problem and famine.

Question 3d

A range of responses are appropriate. High-scoring responses must:

- Include historiography in support of the response. Contrasting opinions from historians are beneficial in analysing the source.
- Engage with the source, including analysis of its strengths and weaknesses.

China

Question 1

A range of responses are appropriate. Possible points for discussion include:

- Chiang's role in the Shanghai Massacre and end of the First United Front.
- Violent and repressive nature of the GMD Government under Chiang.
- Ineffectiveness and inefficiencies of the GMD Government including reliance on "Warlords".
- Sun Yatsen's 'Three Principles' and the failure of the GMD during the relevant period to live up to them.
- Chiang's opposition to the CCP and the Encirclement Campaigns.

High-scoring responses must:

- Use accurate historical dates and terms
- Ensure 3 to 4 points from within the time frame set by the question are covered

Question 2

A range of responses are appropriate. Possible points for discussion include:

- The bombing and aftermath in Wuhan.
- Development of the revolutionary movement.
- Abdication of Pu Yi.
- Yuan Shikai's rise to power.
- Establishment of the GMD.
- Decline and failure of Provisional Government and descent into control by "Warlords".

High-scoring responses must:

- Use accurate historical dates and terms
- Ensure 3 to 4 points from within the time frame set by the question are covered

Question 3a

Any two of the following:

- Revolution losing its impetus due to “party conservatism” and the “lethargy” of the bureaucracy [1]
- Many party bureaucrats “taking the capitalist road”, while they “mouthed the slogans of socialism” [1]

Other answers may be acceptable as long as they are contained within the extract.

Question 3b

Any two of the following:

- Regain the party’s revolutionary spirit and ability to make “innovative decisions” [1]
- Remove the party bureaucrats who were “taking the capitalist road” [1]
- Protect his position as leader of the CCP, and purge potential opponents within the party. [1]

Other answers may be acceptable as long as they are contained within the extract.

Question 3c

A range of responses are appropriate. Possible points for discussion include:

- The “May 16th Directive”.
- The Purge of Liu Shaoqi in August, 1966.
- The overthrow of the Shanghai government by Red Guards and Industrial Workers.

Question 3d

A range of responses are appropriate. High-scoring responses must:

- Include contrasting historians opinions
- Engage with the extract, including analysis of its strengths and weaknesses

Section B – Revolution Two

Part 1 – Revolutionary ideas, leaders, movements and events

America

Question 1a

Any two of the following:

- The dog urinating on the priest at the front of the procession [1]
- The coffin carried by George Grenville is marked by the short life of the Stamp Act. [1]
- The men in the procession look distressed and are weeping over the “loss” of the Stamp Act. [1]

Other answers may be acceptable as long as they are contained within the image.

Question 1b

Any two of the following:

- The empty shipping docks behind them indicate how the Stamp Act directly harmed the mother country's trade and relationship with the colonies. [1]
- The large stacks of ‘Stamps for America’ shown on the far right indicates the money wasted on implementing the act. [1]
- The fact that the drawing depicts the British officials holding a funeral for the Act indicates its disastrous outcome and embarrassment for them. [1]

Other answers may be acceptable as long as they are contained within the image.

Question 1c

A range of responses are appropriate. Possible points for discussion include:

- Legislation and initiatives introduced in the colonies from 1764 that aimed to raise revenue for the mother country whilst hindering the economic growth of America.
- The Sugar and Stamp Act (1764 and 1765 respectively) interfered with colonial trade and commerce – increasing resentment of British Parliament.
- Cartoon shows the ‘death’ of the Stamp Act – indicating the strength of the colonies in their unification against the Stamp Act, their actions were directly responsible for the Stamp Act's quick repeal. This highlighted the power of boycotts and violence against Government officials.
- The Tea Act and the direct response of the colonists to the monopoly on the tea trade – Boston Tea Party.
- The Coercive Acts – directly impacted on colonial trade, increasing frustration with Britain and their unnecessary interference – calls for Independence supported by the growing need for economic freedom.

Question 1d

A range of responses are appropriate. High-scoring responses must:

- Include historiography in support of the response. Contrasting opinions from historians are beneficial in analysing the source.
- Engage with the source, including analysis of its strengths and weaknesses.

France**Question 1a**

Any two of:

- The First Estate (the clergy) [1]
- The Second Estate (the nobility) [1]
- The Third Estate (the commons) [1]

Question 1b

Any two of:

- The heads on pikes shown in the background of the image. [1]
- The collection of rifles and sword that the Third Estate is reaching for. [1]
- The dismantling of the Bastille. [1]

Other answers may be acceptable as long as they are contained within the image.

Question 1c

A range of responses are appropriate. Possible points for discussion include:

- The dismantling of a symbol of royal oppression; specifically in reference to lettres de cachet.
- The capture of the Bastille was a success for crowd agency against the King's forces, many of whom refused to fire on the crowd, demonstrating Louis XVI's weakened hold on the French military.
- As a result, Louis promised the safety of the National Assembly, came to Paris and wore the Revolutionary cockade, giving rise to hope that the Third Estate that real political and social change would be achieved.
- Led to the recognition of the Paris Commune and National Guard, demonstrating a changing political structure.

Question 1d

A range of responses are appropriate. High-scoring responses must:

- Include historiography in support of the response. Contrasting opinions from historians are beneficial in analysing the source.
- Engage with the source, including analysis of its strengths and weaknesses.

Russia

Question 1a

Any two of:

- The Tsar [1]
- The members of the Duma [1]
- Members of the royal family [1]

Other answers may be acceptable as long as they are contained within the image.

Question 1b

Any two of:

- The prominence of the Romanov crest behind the Tsar [1]
- The Tsar on a raised platform [1]
- Everyone is listening to the Tsar [1]
- The Tsar's extravagant dress (particularly the cloak on the chair behind him) [1]

Other answers may be acceptable as long as they are contained within the image.

Question 1c

A range of responses are appropriate. Possible points for discussion include:

- The Fundamental Laws limited much of the power that the Tsar had granted to the Dumas in his October Manifesto.
- The Fundamental Laws meant that the Duma was unable to pass laws without the Tsar's approval and removed their ability to initiate legislation.
- The Fundamental Laws reaffirmed the Tsar's power as an absolute monarch.
- The Duma was made bicameral (seen in the image by the two distinct groups of deputies). The upper chamber, the State Council, had 50% of its deputies appointed by the Tsar.

Question 1d

A range of responses are appropriate. High-scoring responses must:

- Include historiography in support of the response. Contrasting opinions from historians are beneficial in analysing the source.
- Engage with the source, including analysis of its strengths and weaknesses.

China

Question 1a

Any two of the following:

- France [1]
- Russia [1]
- United Kingdom / Great Britain / England [1]
- Germany [1]
- Japan [1]

Question 1b

Any two of the following:

- The graphic portrays the Qing as helpless in protecting China from the Imperialist powers [1]
- The Qing regime is also portrayed as weak, corrupt and sinister. [1]

Other answers may be acceptable as long as they are contained within the image.

Question 1c

A range of responses are appropriate. Possible points for discussion include:

- The Boxer Rebellion.
- Reparations.
- The establishment of concessions by Imperialist powers.
- The perception that China was being pillaged by foreign investors.
- The Railway Recovery Movement.

Question 1d

A range of responses are appropriate. High-scoring responses must:

- Include historiography in support of the response. Contrasting opinions from historians are beneficial in analysing the source.
- Engage with the source, including analysis of its strengths and weaknesses.

Part 2 - Creating a new society

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