



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

- Agitated against Stamp Act (1765).
- Delegate to 1st Continental Congress.
- Helped drafted Declaration of Independence (1776).
- Travelled to Europe to secure help from various nations in war for Independence.

Question 2

- Stamp Act (March 1765):
 - Products bearing a stamp were to be taxed, such as bills of sale, mortgages, wills etc. Raise revenue - £60,000 for maintenance of troops.
 - Reactions: Outrage – led to scepticism and paranoia in places like Boston. Boycotts and publications: Letters from a Pennsylvanian Farmer. Attacks on Oliver and Hutchinson.
 - Results: Stamp Act Congress – Declaration of Rights and Grievances. ‘No taxation without representation. Virginian Stamp Act Resolves. Sons of Liberty. Act was repealed in 1766.
- Quartering Act (March 1765)
 - Update of Mutiny Act. Required colonials to provide quartering in barracks, firewood, candles, etc for soldiers. Blown out of proportion – propaganda. Samuel Adams.
 - Reactions: Depended on colony – some made a big fuss, others complied. Misunderstanding and propaganda fuelled angry responses – Boston. Riots in New York led assembly to refuse to enforce act.
 - Results: Tensions between British forces and colonials. New York Restraining Act 1766. ‘Boston Massacre’ 1770.
- Declaratory Act (March 1766)
 - In response to the repeal of the Stamp Act in Feb 1766. It said: “the said colonies and plantations of America have been, are and of right ought to be, subordinate unto, and dependent upon the imperial Crown and Parliament of Great Britain.”
 - Reactions: Initially no great reaction after repeal of Stamp Act. Some radical individuals prophesised degradation in relationship.
 - Results: Point that turned minor protest into something more serious. Led to Townsend Duties and Coercive Acts inadvertently.
- Townsend Duties (June 1767)
 - Formally Revenue Acts. Aimed to import goods from Britain to America. Led to new Courts of Admiralty and Writs of Assistance. £40,000 a year. The Act would affect more of population as it levied everyday goods such as paper, paint, oil, glass, TEA and lead.
 - Reactions: Worried legislatures as they would not hold sway of royal officials. Boycotting trade to reduce demand of imported products. Tarring and feathering – Sons of Liberty.
 - Results: Tea Act 1773 – Boston Tea Party. Increased tensions, especially in Boston.
- Coercive Acts (March – June 1774)
 - Included: 30th March – Boston Port Act, 20th May – Massachusetts Gov. Act (Gage arrives), 2nd June – Updates to Mutiny Act
 - Reactions: Outrage – preparations for war in Massachusetts. First Continental Congress (September). Drafted Articles of Association.
 - Results: Powder alarms – formation of minutemen. Lexington Concord. ‘Give me liberty or give me death’ – Patrick Henry.

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

- Revolutionaries (George Washington);
- American colonial people sympathetic to the revolutionary cause (Betsy Ross)

Question 3b

- The American flag;
- The military uniform

Question 3c

The Articles of Confederation were hotly debated when introduced to Congress as the proposed the notion of an alliance or confederation between former colonies in the face of a common enemy (Britain)

- They asserted a 'firm league of friendship' and that the various States has the right to govern themselves.
- However, they were basically flawed:
 - No American currency (lead to debt)
 - Lacked military power
 - No national court system
 - No executive branch of government (laws difficult to pass due to 9/13 rule)
 - Congress was responsible to States
 - One term in office

Question 3d

The Debate for a National Constitution:

- After such events as Shay's Rebellion (1786-88), coupled with the increasing economic turmoil throughout the States, there was greater demand for revision of the Articles of Confederation.
- After the Philadelphia Convention (February 1787), two major groups concerning the Constitution emerged:
 - The Federalists – In favour of a Constitution:
 - Wanted a stronger national government.
 - Federal government would prevent tyranny – no one group would be all-powerful.
 - Therefore would protect personal liberties.
 - The Anti-Federalists – against Constitution:
 - Broader and more encompassing group – their ideas were not solid like the Federalists.
 - Tended to be mainly plantation owners and small businessmen.
 - Disagreed on four main points: Constitution gave too much power to the government; Diminished state power and control; Threat of standing federal army controlled by the President; There was no explicit protection of individual rights.
- Henry Steele Commager:
 - Commager suggests that the Federalists believed America needed integration and not state rights; that the immediate peril facing the new nation was not tyranny but disorder and dissolution. He also suggests that the Federalists thought the right to tax was essential to any government.
- Joseph Murray:
 - Murray suggests that the Anti-Federalists believed republics would most likely succeed as small, political bodies, selected by the people. These governmental bodies would be intimately aware of the needs of the people for a specific region.

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:

- Necker's attempt to hide the extraordinary cost of war in his *Compte Rendu* (February 1781) that effectively sabotaged the efforts of future finance ministers to impose effective reforms and plunged France into deep economic turmoil
- The Assembly of Notables resistance of the king's attempts to introduce a new tax package (22 February 1787- May 1787) as the first direct challenge to the monarchy
- The Parlement revolt against Brienne (July 1787) and his tax package ("taxes can only be consented by those who have to bear them") which turned the financial crisis into a political crisis- galvanising the urban workers during the Day of Tiles and evoking the first Estates General since 1614.

Also important to note is that many regard the financial crisis as the main precipitating factor of the Revolution and vital in highlighting the shortcomings of an absolute monarchy.

Question 2

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

- Bringing home the liberal beliefs and philosophies such as "no taxation without representation" after assisting the Americans in the War of Independence. Arguably by advocating for the War he also contributed France's financial crisis- the 112 million deficit by 1786 predominantly due to the immense cost of fighting foreign wars.
- His agitation for reform and change of France as seen by his vocal opposition to new taxation during the Assembly of Notables (he "could not think of new taxes" until knowing the returns of the economy). His revolutionary sentiment is also reflected in his involvement in the Society of Thirty whose discussions over representation of the Third Estate fuelled the Bourgeois revolt during the Estates General
- The vital role he played in curbing the violence of the revolution and directing France's aspirations toward that of a constitutional monarchy. (Adding Bourbon white to the revolutionary cockade, disallowing passive citizens into the National Guard and escorting the King to Paris July 17th 1789)

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Question 3a

Any two of the following:

- Charlotte Corday. [1]
- Marat. [1]
- Sans culottes [1]
- National Guard [1]

Question 3b

- Contorted faces show their anger and rage [1]
- Brandished weapons indicate their violence [1]

Question 3c

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

- Marat's downfall brought about by his accusation that General Demouriez's defection (23rd April 1793) was a plot of the Girondins and the Girondin minister Vernigaud, denouncing them the "criminal accomplices of royalty"
- Girondins Marat be brought to justice- a Revolutionary trial of which he is acquitted (24th April) because of his popularity with the people. Refer to extract.
- People demand the Girondins be arrested and trialled, 29 Girondin ministers are purged.
- A month later (July 13th) Charlotte Corday, a Girondin from the Federalist town of Caen murders Marat believing she has killed one man "to save a hundred".

Question 3d

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

- Image accurately represents the backlash that the Convention faced from the Federalist and Vendee regions. Their policies and the Terror had "pitched revolutionary and anti-revolutionary against each other in open country" (Furet).
- The notion of executing key figures to stop the violence is one that would be utilised again in the death of Robespierre Maximilien during Thermidor July 28th 1794
- However the document is limited, as it does not indicate the work of deputies and speakers within the Convention to stop the Terror – not just those outside of Paris.
- St Just Rualt: "The CPS are nothing but sans culotte cheiftans...By now it is making itself detested by the horror and the frequency of its executions, which are quite unnecessary".
- Furthermore, those in the Federalist and Vendee regions, despite detesting the acts of terror they experienced at the hands of the CPS, CGS and the Representatives on Mission, prolonged the Terror, embarking on their own campaign known as the "White Terror"- part of the Thermidor Reaction.

Russia

Question 1

Need to highlight how the Tsarist regime was arguably strengthened by the 1905 revolution:

- Describe what occurred during the revolution
- Describe the October Manifesto and discuss the extent to which it allowed true changes to the tsarist regime: the role of the Duma and the extent to which it limited the Tsar's autocratic powers
- Describe effect of the revolution and the October Manifesto on the Russia populace:
 - Split opposition and politically weakened revolutionary groups such as the Octobrists and Kadets
 - Workers – creation of Petrograd Soviet but gained little politically, strikes failed as they had no wider appeal, Triple Alliance was dissolved between workers, liberals and peasants
- Describe minimal involvement of revolutionaries in revolution:
 - December 1905 – Tsar outlawed Soviets and arrested revolutionary leaders
- Therefore, tsarist regime was practically unscathed by revolution

Question 2

Need to highlight importance to Trotsky in terms of Bolshevik, Soviet leadership at this time:

- 25th September 1917 – made Chairman of Petrograd Soviets: “All Power to the Soviets”
- 24th October 1917 – Trotsky's Milrercom and Red Guards seize power from Provisional Government
- Secures arrest of opposition in Congress – SR and Mensheviks, Ministers of Provisional Government arrested
- November 1917 became Peoples' Commissar for Foreign Affairs – negotiations for Brest-Litovsk Treaty.

Question 3a

That “human nature moves more slowly than ruling ideologies or society” [2]

Question 3b

The Bolshevik’s plans “*founded on the rocks of reality*” of Russian society at the time [2]

Question 3c

Need to highlight:

- Politically – the Civil War period (1918 – 1920): opposition both internally and internationally; as well as the leadership struggles within the Bolshevik Party; Kronstadt Revolt (1921)
- Economically – “War Communism”
- Socially – explain the need for “Red Terror”; mass strikes of Soviets February 1921; famine in the bread basket (June-July 1921)
- Remember to emphasise how these points are touched on (albeit briefly, generally) by Figes

Question 3d

In your response, highlight the founding principles of the Bolshevik Party such as the supremacy of the working class and Soviets (“Soviet Order No. 1), the victory of communism over capitalism (Lenin’s “April Thesis” 1917).

You will also need to highlight the three main schools of thought on the matter:

- Soviet: Obichkin believes the October Revolution and the regime that followed are true representation of the struggle to take power from the bourgeoisie and place it in the rightful hands of the proletariat. He asserts it was the gallant effort of those distinguished members of the proletariat – the workers, soldiers and sailors.
- Western: Lieven asserts the October Revolution and the regime that followed were years of oppression and terror justified by the Bolsheviks though their use of raw and untested ideology. Lenin is held directly responsible for this perceived tragedy.
- Revisionist: Robert Service describes Lenin as a leader who was able to avoid the scruples of a purely ideological approach to ruling Soviet Russia. In this way, he was able to maintain the power he so enjoyed. However, Service suggests that however flawed Lenin may seem, he was committed to the Bolshevik cause and believed fully in a Communist future for Russia.

China

Question 1

To achieve a high mark, students may include a discussion of:

- Education Reforms such as the abolition of the old examination system gives rise to a new “intellectual” class who swelled in revolutionary groups. Students now allowed to study abroad travelled to Japan where they were exposed the ideas like democracy, communism and Sun Yat-sen’s “Three Principles”.
- Military reforms including modern equipment, military academies and better pay not only raised the social status and prestige of Chinese soldiers but also led to a more disciplined force. Furthermore, many soldiers became surrounded by revolutionary propaganda. Indeed, during the 1911 Revolution the new army were able to use their expertise against the regime it was meant to protect
- Political reforms were also significant. Cixi issues an edict in 1906 for a constitutional monarchy; a 9-year timeline established to prepare provincial assemblies for constitutional rule. However, not only did these assemblies give the Chinese a taste for political power, they became forums of critical discontent- extremely vocal in their opposition to the Qing.

Question 2

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

- Instrumental in raising the status and confidence of both the CCP and GMD in the early stages of the revolution. (Karakhan Manifesto of 1919) The Soviet Connection proof to Westerners that Sun Yat-sen and his colleagues were in fact dangerous revolutionaries.
- Politically, in 1922 Sun and Joffe organised the First United Front- contributed to the success of the Northern Expedition that unified China and ended the period of disorder. The expedition also allowed the GMD to gain control during the Shanghai Massacre.
- Agent Borodin of the Comintern advocates “democratic centralism” as a way to remodel the party- comes into effect.
- The military and ideological rift between the Comintern and the Chinese Communists like Mao and Zhou Enlai was significant as it shaped the tactics used by the CCP to gain control. Failure of Otto Braun’s “stand and fight” technique led to the development of guerrilla warfare. This was immensely important in evading the brute force of the GMD during the Encirclement Campaigns (1931-1935).

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Question 3a

Any two of the following:

- Steel girder. [1]
- Satellite Dish [1]
- Radio Tower [1]
- National Guard [1]

Question 3b

- Happy/smiling Chinese man at forefront of picture [1]
- Text states that the work is “accelerating socialist construction”[1]

Question 3c

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

- From the mid-1950s it was clear that many in the CCP believed that the pace of industrial development needed to be faster
- Overall, the First Five Year Plan had been a success despite the fact that agriculture was not producing enough surpluses to sustain the growing population.
- A second similar plan was approved in September 1956 but Mao was convinced that the people could achieve more.
- The slogan “greater, faster, better” was relaunched and the Great Leap Forward was officially announced in May 1958. Reference image
- The production targets set out in the Second Five Year plan were revised upwards.

Question 3d

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

- This document can be considered reliable if considering how the mass mobilisation of the people was able to produce some extraordinary results to achieve self-reliance.
- During the Great Leap, the Chinese economy initially grew. Iron production increased 45% in 1958 and a combined 30% over the next two years.
- Determined to free China from dependence on USSR and catch up with Britain’s economy in 15 years, the Chinese began backyard furnaces- burning everything from pots and pans to hairpins.
- Historian Ryan claims that Mao was trying to recapture the Yan’an days where “human endeavor triumphed over impossible odds”
- However, his document is largely limited in its position as piece of propaganda giving no indication of the immense failure that was the GLF.
- Despite initial success, the GLF sabotaged any hope of self-sufficiency.
- The quality of the steel was poor, crop experiment disastrous and the economy plummeted in 1961.
- On top of this (officially) 30 million Chinese died of famine and other illnesses.
- Historian Short believes that Mao was driven by the idea of the “limitless vista of a bright communist future”.
- It would be several decades- long after the death of Mao- when the efforts of other CCP leaders would transform China into the self-sufficient economic dragon that it is today.

Section B – Revolution Two

Part 1 - Revolutionary ideas, leaders, movements and events

America

Question 1a

- That the British forces stationed in the American colonies are oppressive [1]
- That the American colonies are civilised and highly developed societies capable of independence (observe surrounding buildings) [1]

Question 1b

- The faces of the colonial victims are clearly visibly thus humanising them [1]
- The British forces are shooting against unarmed colonial civilians [1]

Question 1c

Revolutionary flyers and prints circulated and made accessible the main ideas and justifications of revolutionary thought to the broader colonial public, thus increasing support. Examples such as the following could be included:

- Non taxation without representation:
 - Virginian Stamp Act Resolutions (1765): Five resolves outlining rights of colonials – pushed by Patrick Henry. Colonials must enjoy the same rights as British subjects. Colonials are the only ones able to tax themselves.
 - Massachusetts Circular Letter (1768) – Samuel Adams. Asserted that the Stamp Act was an infringement of colonials’ natural and constitutional rights, as they are not represented in parliament. ‘...it would be beyond the rules of equity that their constituents should be taxed...’
- Freedom was a part of America’s destiny:
 - Common Sense (January 1776) – Thomas Paine: Asserted that the American Revolution would affect the world for centuries to come, therefore it was of the utmost importance that freedom was achieved. ‘The sun never shined on a cause of greater worth...now is the seed time of continental union, faith and honour.’

To achieve a high scoring response, students must:

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- 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.

Question 1d

Need to highlight how huge colonial outcry towards the Boston Massacre was spurred by Revere's propaganda but also how print is misleading in that it exaggerates the level of violence perpetrated by the British forces during the event:

- Hugh Brogan: Brogan suggests that the colonials believed the existing British government could not meet the standards of the colonials so therefore they created a new system. The colonials came to revolution slowly and painfully.
- Howard Zinn: Zinn suggest that the revolution can be seen as the successful bid by the colonial elite to take power and profit from the elite and avoid rebellion at home at the same time. It came to be 'an effective system of national control.'

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- 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:

- The rights of the nation to consent to laws as well as the grants [taxes], their sharing out and collection [1]
- The recognition of administrative power belonging fully to the king [1]
- Public and individual freedom, from which derives that of the press, guaranteed according to the law [1]
- The periodic return of the Estates-General. [1]
- The establishment of provincial Estates in each province [1]

Question 1b

- The abolition of the salt tax and the replacement of this imposition by another that is less onerous [1]
- The abolition, modification, combination or conversion of taxes (taille, capitation, etc) [1]

Question 1c

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

- Following the Parlement revolt an Estates General is called to address France's financial crisis.
- As per procedure, in the lead up the Estates General (to be held May 1789) censorship laws are relaxed allowing for the circulation of a number of publications
- Thus each estate from every region of France are required to draw up their cahiers de dolences or "book of grievances" which will then be addressed at the Estates General.
- These documents are drafted up in March and April of 1789, transforming the rising and unmet class expectations of France into a tangible and examinable form. Quote from extract.

Question 1d

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

- Document is strong in the sense that it reveals the relatively liberal beliefs of those in the Second Estate and their willingness to give up privilege to improve France.
- Schama "the revolution began from the top"
- Of 282 cahiers 89 were prepared to forego financial privileges and 39% supported voting by head.
- There are key noble leaders such as Lafayette, Mirabeau and Bailly.
- On top of their contribution to the aristocratic revolt it is the nobility who consolidate the revolution during the Night of Patriotic Delirium-denouncing their privileges and allowing the new society to begin its creation.
- The document also has many limitations. Much of the nobility were not as accepting of the revolutionary changes.
- Rude: "they held tenaciously to their privileges"
- The Flight of the Émigré Noble- 20,000 nobles flee

Russia

Question 1a

- The Soviets of Workers [1]
- The Soldiers Deputies [1]

Question 1b

- To overthrow the bourgeoisie [1]
- “bourgeois parliamentarianism” [1]

Question 1c

Need to highlight that there were numerous opinions on how the overthrow of the tsarist regime should be secured – and that Lenin and the Social Democrat Workers’ Party consisted only part of the resistance:

- Socialist Revolutionaries (SRs): 1901 onwards, led by Victor Chernov
 - Primarily fought for peasant land ownership; Violent overthrow of Tsar; Left base – wanted a commune-based existence, believed capitalism was not the future for Russia. However didn’t believe in an overthrow of the bourgeoisie by the proletariat – a socialist society could be achieved with a class war
- Octoberists (1905): In response to October Manifesto – led by Alexander Guchkov (served in Provisional Government 1917) and Mikhail Rodzianko
 - Preservation of Tsarist regime; progression through peaceful means; Tsarism with a legislative Duma (i.e. constitutional democracy)

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- 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.

Question 1d

Need to include the three main schools of thought regarding the October 1917 revolution and emphasise how Lenin's work was of a vitriolic nature that served propaganda purposes:

- Soviets: Trotsky believes that it was the working class – those members of which were educated in the Lenin's interpretation of Marxism – that sealed the success of the February Revolution. He implies that it was not a violent uprising that was close to riot.
- Western: Chamberlin believes the February Revolution cannot be attributed to any one cause and is defined by its apparent lack of coordination that was seemingly successful only by the mass of public will for it to succeed.
- Revisionist: Smith suggests that though the continued defeat of Russia troops in WWI inspired humiliation and war weariness in the Russian people, it was not the deciding factor in causing the revolution. Smith implies the revolution became inevitable when the masses – from which the revolutionary groups gained their power – lost faith in the tsarist regime.

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- Discuss both the strengths and limitations of the image.
- Discuss the bias of the excerpt and its limited perception of the revolution.

China

Question 1a

- Jiangxi Soviet [1]
- Yan'an in Shaanxi [1]

Question 1b

Any two of the following:

- Brilliance as a military tactician [1]
- Literary expertise [1]
- Ability to draw people into his confidences [1]

Question 1c

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

- It was during the Yan'an period that Mao's ideals would begin to flower and he struggled to assert his singular control of the party. Refer to extract.
- His domination over the CCP began in his theories and teachings- Maoism or the "Yan'an way" became core ideology.
- Criticism of Mao was met with "retrification" and "re-education"- persecution and purging of opponents that meant many feared to go against his leadership.
- It was also at this point that Mao acquired Chen Boda as his secretary who, as propagandist, elevated his status and shamelessly promoted him as a revolutionary theorist equal to Lenin. Thus Mao's reputation began to strengthen.

Question 1d

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

- Helpful when examining the key role Mao played in the CCP's victory October 1949
- Mao's use of guerrilla warfare had meant the Communist has successfully avoided capture during the Long March.
- His ability to "draw people into his confidences" was clearly seen in the mass support he received from the peasants.
- Historian Seldon emphasises the importance of economic and political reforms in the Yanan period were enormously well received by the population. During this time Mao also began to politicise and mobilise his supporters over the age of 16 to achieve a unified sentiment of "womenti chengfu" (our government). This ensured that when the time came for the GMD to step down, Mao and the CCP would have the support they needed to govern China.
- Document is limited, as it does not outline the numerous other reasons that contributed to the defeat of the GMD.
- Historian Fenby maintains that the CCP coming to power is a result of the combination of "popular discontent" with the Nationalists, its failure to protect the Chinese in the War against Japan as well as their inability to evolve to a modern state and conditions which were heightened by "raging inflation".

Part 2 - Creating a new society

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