

CHINESE REVOLUTION

STUDY AND EXAM GUIDE

This PDF contains a selection of sample pages from
HTAV's *Chinese Revolution Study and Exam Guide*



First published 2017 by:



History Teachers' Association of Victoria
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Chinese Revolution Study and Exam Guide
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ISBN 978 1 8755 8515 1

Publisher: Georgina Argus
Typesetting and design: Sally Bond
Curriculum consultant: Ingrid Purnell

Printed by: Print Impressions
www.printimpressions.com.au

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LEGEND	
	key ideas
	key individuals
	key movements
	key events

AREA OF STUDY 1: CAUSES OF REVOLUTION (1912 TO 1949)

Revise all of the key knowledge in this guide carefully, and then test whether you can explain it to another person OR write about it in a practice exam question. You should be able to explain the nature and significance of key ideas, individuals and movements.

CHINA AOS1 KEY KNOWLEDGE		REVISED (tick when complete)
TOPIC 1 Failure of 1911 Revolution (1912–16)	 Sun Yixian (Sun Yat-sen)	
	 Three Principles of the People	
	 1911 Revolution and creation of Republic of China	
	 Yuan Shikai	
	 Yuan's dictatorship	
TOPIC 2 Warlord Decade (1917–27)	 Warlords	
	 New Culture movement and May 4 th movement	
	 Chinese Communist Party (CCP) and Marxism	
	 Guomindang (GMD) and nationalism	
	 First United Front	

CHINA AOS1 KEY KNOWLEDGE		REVISED (tick when complete)
TOPIC 2 CONTINUED Warlord Decade (1917–27)	 Jiang Jieshi (Chiang Kai-shek)	
	 Northern Expedition	
	 Shanghai Massacre and White Terror	
TOPIC 3 Nanjing Decade (1927–37)	 Successes and limitations of Guomindang rule	
	 Jiang Jieshi's New Life movement	
	 Mao Zedong	
	 Mao's theory of peasant revolution	
	 Zhu De and creation of Red Army	
	 Jiangxi Soviet	
	 Japanese occupation of Manchuria	
	 Encirclement campaigns	
	 Long March	
	 Xi'an Incident	
TOPIC 4 Second Sino-Soviet War (1937–45)	 Yan'an Soviet	
	 Yan'an Way	
	 Mao Zedong Thought (peasant revolution, mass line, new democracy)	
	 Rectification at Yan'an	
	 Second United Front	
	 CCP's role in war against Japan	
	 GMD's role in war against Japan	

CHINA AOS1 KEY KNOWLEDGE		REVISED (tick when complete)
TOPIC 5 Chinese Civil War (1946–49)	 Land reform campaign	
	 Reasons for Communist victory in Civil War	

KEY QUOTES





Create a table like the one below and, for each topic, write down three quotes expressing a view on that topic – two from historians and one from a person who lived at the time.








CHINA AOS1	KEY QUOTE			Tick when complete
Failure of 1911 Revolution and Yuan's dictatorship	i)	ii)	iii)	
Outcomes of Northern Expedition	i)	ii)	iii)	
Significance of Long March	i)	ii)	iii)	
Significance of Yan'an Soviet	i)	ii)	iii)	
Significance of war with Japan	i)	ii)	iii)	
Role of Mao Zedong	i)	ii)	iii)	

LEGEND	
	compromises to ideals
	key individuals
	diverse experiences
	challenges in consolidating power

AREA OF STUDY 2: CONSEQUENCES OF REVOLUTION (1949 TO 1971)

Revise all of the key knowledge in this guide carefully, and then test whether you can explain this content to another person OR write about it in a practice exam question. You should be able to explain the role and significance of key ideas, leaders and movements, and the challenge, response and outcomes of key events.

CHINA AOS2 KEY KNOWLEDGE		REVISED (tick when complete)
TOPIC 1 Consolidating Power (1949–52)	 Structure and function of new government, including roles of Mao Zedong, Zhou Enlai and Liu Shaoqi	
	 Social control campaigns: Thought Reform, <i>Sanfan</i> ('3 Antis') and <i>Wufan</i> ('5 Antis')	
	 <i>Fanshen</i> (land reform) campaign	
	 Early reforms, inc. New Marriage Law	
TOPIC 2 First Five-Year Plan (1953–57)	 First Five-Year Plan	
	 Collectivisation of agriculture	
	 Hundred Flowers and Anti-Rightist campaigns	
TOPIC 3 Great Leap Forward (1958–61)	 Mao's theory of permanent revolution	
	 People's Communes	
	 Mass campaigns of Great Leap Forward (GLF) (backyard furnaces, Four Pests, Lysenkoism)	
	 Lushan Conference and purge of Peng Dehuai	
	 'Three Bitter Years' famine	
TOPIC 4 Mao's Period Out of Leadership (1962–66)	 Mao's withdrawal from party leadership	
	 Liu Shaoqi's economic reforms	
	 Lin Biao	
	 Mao's cult of personality	

CHINA AOS2 KEY KNOWLEDGE		REVISED (tick when complete)
TOPIC 5 Cultural Revolution (1966–71)	 Purge of Liu Shaoqi and other 'revisionists'	
	 Red Guards	
	 Mass campaigns of Red Guards ('Smash the Four Olds,' 'Bombard the Headquarters')	
	 Jiang Qing	
	 Red Guards 'sent down'	
TOPIC 6 Changes to Everyday Life (1949–71)	 Fall of Lin Biao	
	 Experiences and responses of social groups: landlords, bourgeoisie, intellectuals, workers, peasants, students, CCP members, Red Guards, women	

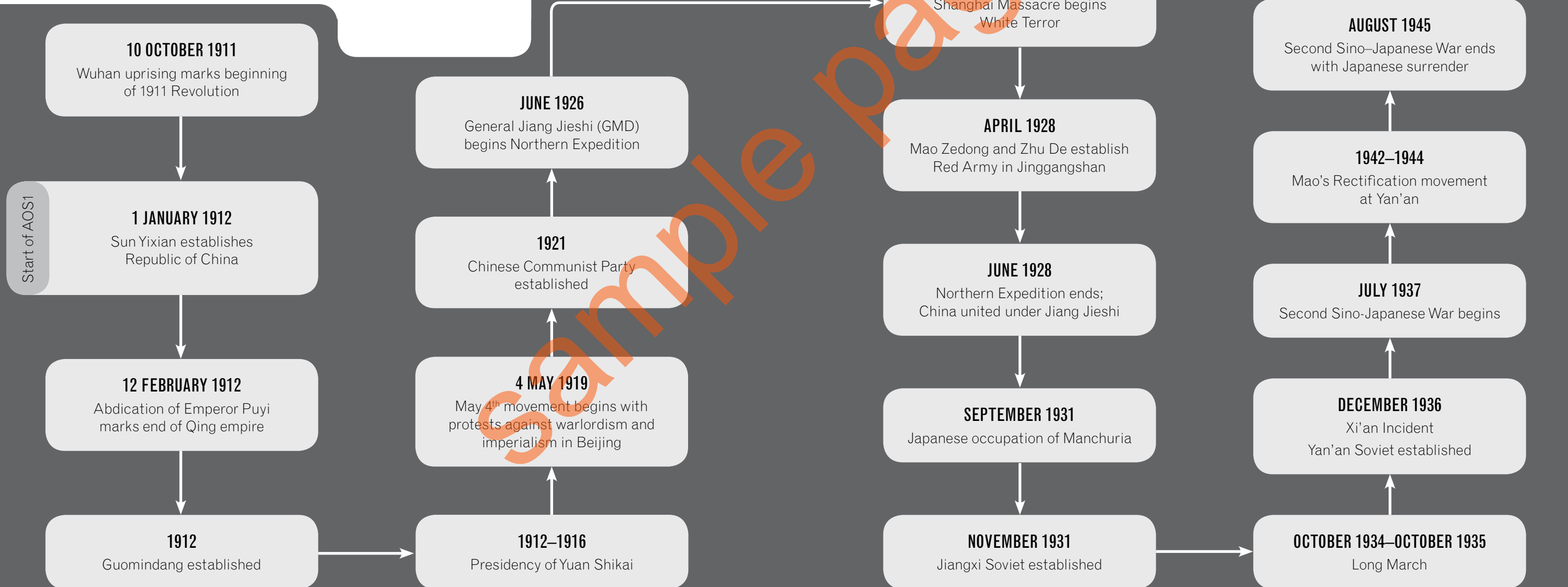
KEY QUOTES

Create a table like the one below and, for each topic, write down three quotes expressing a view on that topic – two from historians and one from a person who lived at the time.

CHINA AOS2	KEY QUOTE			Tick when complete
Methods used to consolidate power; early reforms	i)	ii)	iii)	
Hundred Flowers campaign	i)	ii)	iii)	
Great Leap Forward	i)	ii)	iii)	
Cultural Revolution	i)	ii)	iii)	
Changes in everyday life by 1971	i)	ii)	iii)	
Mao Zedong and his impact	i)	ii)	iii)	

AREA OF STUDY 1: CAUSES OF REVOLUTION (1912 TO 1949)

TIMELINE OF KEY EVENTS



KEY INDIVIDUALS

YUAN SHIKAI (YUAN SHIH-K'AI) (1859–1916)

- Highest-ranking Qing army general and founder of Beiyang Army
- Initially defended Qing regime during 1911 Revolution; eventually agreed to convince Qing Dynasty to surrender throne in exchange for becoming president
- President of China 1912–16; suppressed democracy and ruled as autocrat
- After Yuan's death in 1916, his leading generals became warlords, fighting for control and influence



SUN YIXIAN (SUN YAT-SEN / SUN ZHONGSHAN) (1866–1925)

- Founder of Tongmenghui (Revolutionary Alliance) and Guomindang (Nationalist Party)
- Established Republic of China on 1 January 1912
- Elected first President of Republic of China; then handed power to Yuan Shikai in deal to secure abdication of Qing Dynasty
- Devised Three Principles of the People (Democracy, Nationalism, People's Livelihood)
- Promised land reform – 'land to the tillers'
- Entered into First United Front with Communists in 1924
- Died in 1925 without nominating successor, leaving the Guomindang leaderless



JIANG JIESHI (CHIANG KAI-SHEK) (1887–1975)

- Appointed commander of Guomindang armies by Sun Yixian in 1924
- Seized control of Guomindang after Sun's death in 1925
- Subjugated warlords and unified China in Northern Expedition of 1926–28
- Struggled to maintain control of warlords who came to dominate his party after 1928
- Uninterested in Sun's Principles of Democracy and People's Livelihood; ruled as a military dictator
- Obsessed with destroying Communists ('a disease of the soul')
- Failed to resist Japanese aggression during war of 1937–45 – 'traded land for time'
- Fled China to Taiwan in 1949 after his forces were defeated in Chinese Civil War



ZHU DE (CHU TEH) (1886–1976)

- Guomindang general who defected to Communists after White Terror of 1927
- With Mao Zedong, established Red Army and pioneered guerrilla tactics
- Commander-in-chief of Red Army 1928–49



MAO ZEDONG (MAO TSE-TUNG) (1893–1976)

- A founding member of Chinese Communist Party
- Rejected orthodox Marxist belief in proletarian revolution – urged peasant revolution
- Founded Red Army with Zhu De in 1928, developing guerrilla warfare tactics
- Founded Jiangxi Soviet (1931) and Yan'an Soviet (1936); pioneered a program of peasant-oriented reforms (land reform, education, women's rights)
- Initially criticised for unorthodox ideas; demoted from party leadership in 1932
- Assumed leadership of CCP in 1935 after his rivals were discredited or eliminated on Long March (1934–35)
- Developed Mao Zedong Thought, adaption of Marxist theory to Chinese circumstances
- Redefined CCP as a nationalist movement struggling against Japanese imperialism; ordered guerrilla resistance campaign during war of 1937–45
- Seized control of China in 1949 after victory in Chinese Civil War



ZHOU ENLAI (CHOU EN-LAI) (1898–1976)

- Initially critical of Mao Zedong's unorthodox tactics; took all his party posts in 1932
- Humiliated by loss of Jiangxi Soviet and defeat at Battle of Xiang River
- Sided with Mao at Zunyi Conference on Long March in 1935, thus assuring him control of party
- A deputy of Mao; ran Communist government in Yan'an Soviet



Write down an adjective to describe each key individual.

KEY MOVEMENTS

WARLORD ARMIES

- Evolved out of 'New Armies' created independently in each of China's eighteen provinces in late Imperial period
- Twelve New Armies rebelled and brought down Qing empire in 1911 Revolution
- Beiyang Army, founded by and personally loyal to General Yuan Shikai, was initially loyal to Qing also; then united with rebels and convinced Qing Dynasty to abdicate throne in February 1912
- After death of dictator Yuan Shikai in 1916, New Army generals became warlords and jostled for power and influence
- Defeated and absorbed into Guomindang armies during Northern Expedition
- Remained a destabilising force in China after 1928 – many were corrupt and had limited loyalty to GMD leader Jiang Jieshi

MAY 4TH MOVEMENT

- Political protest movement against warlordism and imperialism
- Formed in response to disillusionment after failed 1911 Revolution and anger at warlords
- Developed from 4 May 1919 protests in Beijing against decision to hand German territorial concession of Shandong province to Japan
- Demanded a strong, united national government
- Launched intellectual revolution that spurred Chinese interest in GMD and CCP

CHINESE COMMUNIST PARTY (CCP)

- Revolutionary political party established in 1921 by Comintern
- Initially an orthodox Marxist party that advocated socialist revolution led by proletariat
- Survived, adapted and grew despite many GMD attacks between 1927 and 1949
- Came to be dominated by Mao Zedong, who shifted party's emphasis to peasant revolution and Chinese nationalism
- Gained popularity and membership due to responsive economic policies such as land reform and patriotic guerrilla resistance to Japanese invasion
- Victorious over Guomindang and seized control of China in 1949

TONGMENGHUI
(REVOLUTIONARY ALLIANCE)

- Alliance of revolutionary groups organised by Sun Yixian in 1905 to bring down Qing Dynasty
- Helped spread Han nationalism and Republican ideas
- Spread anti-Qing propaganda among New Armies, leading to mutinies and rebellions in twelve of China's eighteen provinces during 1911 Revolution
- United rebels and established Republic of China on 1 January 1912
- Evolved into Guomindang (Chinese Nationalist Party), which won 1912 elections

GUOMINDANG (GMD) (KUOMINTANG)

- Revolutionary political party established in 1912 by Sun Yixian
- Advocated Three Principles of the People: Nationalism, Democracy, People's Livelihood
- Won majority in 1912 National Assembly elections; outlawed by President Yuan Shikai in 1914
- Re-established by Sun Yixian in 1921, now focused on using military methods to reunite China
- Led by General Jiang Jieshi after Sun's death in 1925
- Received Comintern (Communist International) aid and expertise to build up National Revolutionary Army from 1923–27
- Seized control of China in Northern Expedition of 1926–28
- Plagued by corruption after recruiting warlord generals, soldiers and officials in Northern Expedition
- Lost support due to failure to implement promised reforms and failure to resist Japanese invasion
- Defeated by Communists in Chinese Civil War of 1946–49

NOTES

TOPIC 1: FAILURE OF 1911 REVOLUTION (1912 TO 1916)

	CAUSE	EFFECT	SIGNIFICANCE
Tongmenghui (1905)	<ul style="list-style-type: none">Many anti-Qing groups exist, but are small, have different ideas, and fail to coordinate	<ul style="list-style-type: none">Sun Yixian unites anti-Qing groups into Tongmenghui (Revolutionary Alliance)Sun establishes Three Principles of the People (Nationalism, Democracy, People's Livelihood)	<ul style="list-style-type: none">Spread of Han nationalism and Republican ideasTongmenghui launches 10 uprisings in 1905–11, adding to pressure on Qing
Wuhan Uprising (10 October 1911)	<ul style="list-style-type: none">Tensions due to growth of: Anti-Manchu sentiment; Han nationalism; Republican ideas; Tongmenghui infiltration of New Armies	<ul style="list-style-type: none">Mutiny of Wuhan New Army garrisonProvincial assembly in Wuhan declares independence from BeijingWithin six weeks, twelve of China's eighteen provinces have rebelled	<ul style="list-style-type: none">Civil war breaks out between republican and monarchist forcesQing regime in danger of being overthrownRebels unite under Sun and establish republic (<i>see below</i>)
Qing Abdication (12 February 1912)	<ul style="list-style-type: none">Sun declares Republic of China on 1 January 1912 (Start of AOS 1)General Yuan Shikai mobilises Beiyang Army and seizes control of Beijing government	<ul style="list-style-type: none">Sun offers to give up power to Yuan if he can convince Qing Dynasty to give up throne; Empress Dowager Longyu abdicates on behalf of Emperor Puyi (child) on 12 February 1912	<ul style="list-style-type: none">Qing Dynasty endsChina is united as Republic
National Assembly Elections (December 1912)	<ul style="list-style-type: none">Republican revolutionaries demand that China become a democracyNational Assembly elections held from December 1912 to January 1913	<ul style="list-style-type: none">Tongmenghui turns into Guomindang (Nationalist Party)GMD wins 50% of vote	<ul style="list-style-type: none">Sun and GMD have popular mandate to rule China
Yuan Shikai's Presidency (1912–16)	<ul style="list-style-type: none">Yuan is appointed President of Republic of China in 1912Yuan distrusts democracy, believing China needs autocracy	<ul style="list-style-type: none">Yuan suppresses democracy and rules as military dictator:<ul style="list-style-type: none">Appoints loyal generals as governors/ministersBans GMD in 1913Closes National Assembly in 1914Declares himself emperor in 1915	<ul style="list-style-type: none">GMD is suppressed and Sun is forced to flee ChinaYuan period fails to bring democracy – failure of 1911 RevolutionYuan's death in 1916 creates power vacuum; his governors and ministers become squabbling warlords

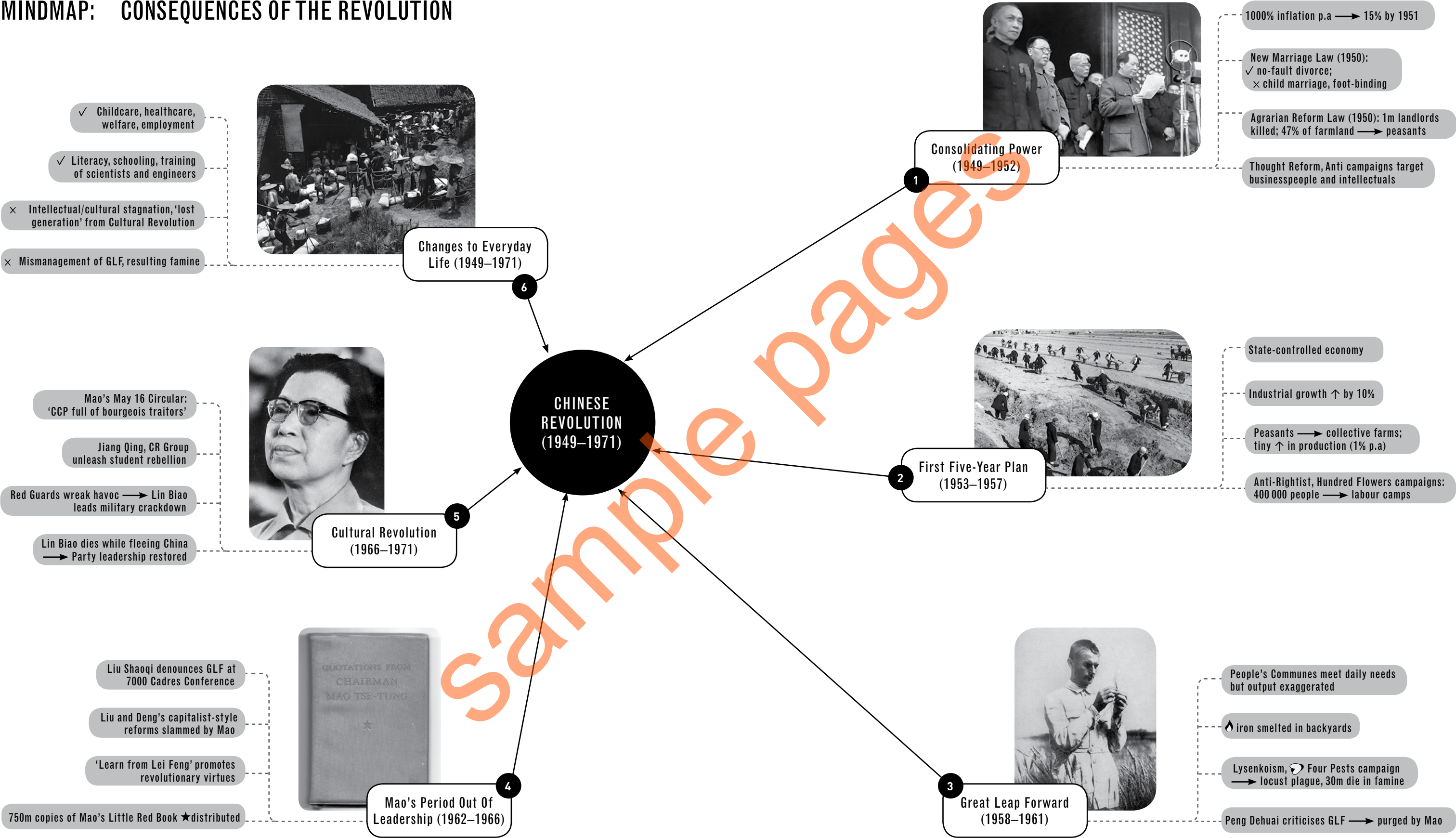
LEGEND

PS	primary source (created by person living at the time)	HI	historical interpretation (usually a historian's view)
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	VIEWPOINT	KEY QUOTE
Sun Yat-sen (1914) PS	The 1911 Revolution failed due to Yuan Shikai's hunger for power.	'Yuan [Shikai] has torn up the Constitution, dissolved the National Assembly, cancelled regional autonomy and altered the judicial system so that he can have absolute power... the Republic which the revolutionary movement created with such difficulties has been entirely destroyed by him.'
Terry Buggy HI	There was no real revolution in 1911. Chinese society and politics were the same as before, only with different rulers.	'While the events of 1911 to 1912 brought down the Qing, they did not constitute a revolution . Power remained with the traditional elite.'
Michael Lynch HI	While the Qing were removed, a true political revolution failed to occur – China retained corrupt, ineffective leadership.	'1911 was only a partial revolution . Representative government ... failed to emerge ... A clean break with the past had not been made.'
Jonathan Fenby HI	Yuan's suppression of democracy meant that the revolution achieved nothing.	'Within a year of the end of empire, China was back on a path of autocratic rule .'

NOTES

MINDMAP: CONSEQUENCES OF THE REVOLUTION



GUIDE TO ASSESSMENT IN HISTORY: REVOLUTIONS

OVERVIEW OF SCHOOL ASSESSED COURSEWORK TASKS (SACs)

50% of your marks in History: Revolutions are derived from School Assessed Coursework tasks (SACs). These are tasks devised by your teacher to assess your level of knowledge and skill, which you will complete throughout the school year.

At the beginning of each Area of Study, your teacher should tell you the following:

- the date(s) of each SAC
- the format of each SAC
- the time you will receive to complete each SAC, and what materials are permitted
- how each SAC will be assessed
- what is required to achieve full marks on each SAC.

It is helpful to ask your teacher to provide you with sample SAC questions and exemplar responses to past SACs, but they are not necessarily required to do this.

You will complete at least four SACs in History: Revolutions, with one in each of the following formats.

HISTORICAL INQUIRY

This SAC will focus on undertaking independent historical inquiry. This means you will use a question to guide an investigation of the past, gather relevant evidence, and use that evidence to develop an argument.

Your teacher may permit you to frame your own inquiry question for this SAC. In this case, you should consult with your teacher to ensure that your question is well balanced. A question which is too broad will yield a poorly-focused report, while a question which is too narrow will prove difficult to research and answer. Strong questions for Area of Study 1 will focus on evaluating how a particular idea, individual, popular movement or event contributed to the revolution. Strong questions for Area of Study 2 will focus on evaluating how the revolutionary government responded to particular challenges, or on evaluating the degree of change and continuity experienced by a particular group in society.

Your teacher might permit you to access research materials in the lessons leading up to this SAC. Consult with your teacher to determine what resources you are permitted to access. Take dotpoint notes in your own words which you can quickly and easily refer to when writing up your inquiry SAC. Ensure that you develop a timeline of key events, and select a range of suitable quotes from primary sources (participants in the action) and historical interpretations (historians' views).

Your inquiry SAC will likely be written up as an extended response or essay, under exam conditions. Appropriate planning, a clear introduction, clear topic and linking sentences, and a clear conclusion will all help your reader to understand your research findings. General guidance on writing a focused response can be found by consulting page 63, 'writing extended responses' and page 65, 'writing essays.' You will also need to ask your teacher about their requirements for the SAC.

ANALYSIS OF PRIMARY SOURCES

This SAC will focus on analysing primary sources about the revolution, such as transcripts of speeches, political manifestos, political cartoons, and propaganda posters. Your teacher will provide you with several primary sources, and you will be required to examine these carefully and answer a set of questions using these sources.

When working with primary sources, it is important to pose intelligent questions that help you to contextualise them and evaluate their usefulness as historical evidence. To prepare for the SAC, you might practise unpacking some sources using the method below.

ASPECT	GUIDING QUESTIONS
Format	<ul style="list-style-type: none">• What type of source is this? E.g. speech, poster, cartoon.• How might the source's format affect its context, purpose and reliability?
Context	<ul style="list-style-type: none">• When was the source created?• What insight does it provide into the period being studied? What people, groups, or events are discussed or depicted in this source?• How does this source fit in to the larger history we are studying?
Perspective	<ul style="list-style-type: none">• Who created the source?• What view of the past does this source present? To what extent might this be influenced by the creator's involvement in the event/development?
Purpose	<ul style="list-style-type: none">• Who is the intended audience?• What effect is the author hoping to have on them?
Strength of evidence	<ul style="list-style-type: none">• Are the claims or views expressed in this source corroborated by other sources of evidence?• To what extent does the source present a compelling argument or viewpoint? What, if anything, would make you doubt its claims/depictions?

GENERAL GUIDANCE FOR SACs AND EXAMS

HOW TO USE YOUR READING TIME EFFECTIVELY

Read every question twice at least. Unpack each question methodically. What is the instructional verb? (See examples below). What are the limitations on what you can discuss? (e.g. time frame, focus of questions). What is it that your teacher or the examiners are looking for, and why?

After you have read the questions, examine the sources thoroughly (where applicable). If time permits, read each written source twice, so that you don't miss any subtle nuances or details. As you read, highlight or underline useful quotes or features of sources which you can use to support your responses.

As you read through the questions, develop mental plans for 10 and 20 mark questions. What will your main points be? What relevant facts or quotes will you use?

HOW TO UNPACK QUESTIONS

Take time to 'listen' to the question before thinking of the answer, rather than assuming you know what the question will be about the first time you glance at it. It is helpful to:

- read all parts of a question before beginning to answer
- read every question at least twice
- highlight the key terms of the question
- refer back to the question after you finish writing each discussion point

Well-prepared students often lose marks because they overlook or ignore requirements of the question. You need to focus on what your teacher or the examiners want you to show, *not* what you want to say.

Firstly, you must identify the **instructional verb or command term** in each question. Following is a list of instructional verbs you may encounter in your assessment tasks, and what they require you to do:

Identify	Extract or list the most relevant information.
Describe	Give an account of the main features of a concept or source.
Outline	Provide a summary of the most relevant or essential points.
Compare	Discuss similarities and differences between two concepts or sources.
Explain	Provide a methodical commentary on how or why something occurred. Break your response into several steps. Offer commentary on causes, responses and outcomes.
Analyse	Break a concept into its components – for example, the different causes of a revolution – and explain each of them in a connected manner.
Evaluate	Present a judgement. Discuss strengths/merits and weaknesses/limitations, and use these to support an overall opinion.

Discuss	Present a fluent and coherent viewpoint or interpretation on a topic. Organise your justifications or reasons into separate discussion points. Support with evidence.
To what extent	Present a judgement as to how much you agree with a proposition. Discuss factors which support and challenge the idea in the question, and use these to support an overall opinion.

Secondly, you need to identify the **scope and limitations of the question**.

Below is an example of how you can unpack a question.

The key verb 'explain' tells you that you need to develop a **structured discussion** that explores this concept in several steps.

Explain how Thought Reform contributed to the consolidation of Communist power between 1951 and 1952. (10 marks)

Your analysis should **apply your facts** to the concept of consolidating power. Therefore, after giving the facts, you need to explain how this helped to consolidate the Communists' power.

These terms identify the **key knowledge focus**. You will be rewarded for including facts about Thought Reform, but not other policies.

This defines the **timeframe** of the question. Use examples from this period (ideally some that apply throughout the whole period). You will not receive marks for content outside of this timeframe.

HOW TO MANAGE YOUR TIME

Bring a watch into all SACs and the exam and place it at the top of your table. Regularly check your watch to ensure that you don't spend too long on one question – and thus leave yourself insufficient time to complete the rest.

You should divide your time equally between questions. For example, if you have a 100 minute SAC with questions totalling 50 marks, then for every 1 mark allocated to a question, you should devote 2 minutes of writing time. A 5-mark question would be allocated 10 minutes, while a 20-mark question would be allocated 40 minutes.

The exam has 120 minutes of writing time to complete questions totalling 80 marks. Therefore, for every 1 mark allocated to a question, you should devote 1½ minutes of writing time. This means:

QUESTION TYPE	MARK VALUE	TIME ALLOCATION
Extended Response	approx. 10 marks each	approx. 15 minutes each
Source Analysis parts A and B	approx. 5 marks each	approx. 7.5 minutes each
Source Analysis part C	approx. 10 marks each	approx. 15 minutes each
Essay	approx. 20 marks	approx. 30 minutes

Once you have reached the end of the time allocated to a question, **move on to the next question**. Incomplete answers still earn marks. You are likely to achieve higher marks by giving an incomplete answer to *every* question on an assessment than you will if you give detailed responses to a *few* questions, and leave the rest blank.

If you have extra time at the end, re-read the exam paper, checking that you have answered all the questions. Re-read all your answers and add in any more points.

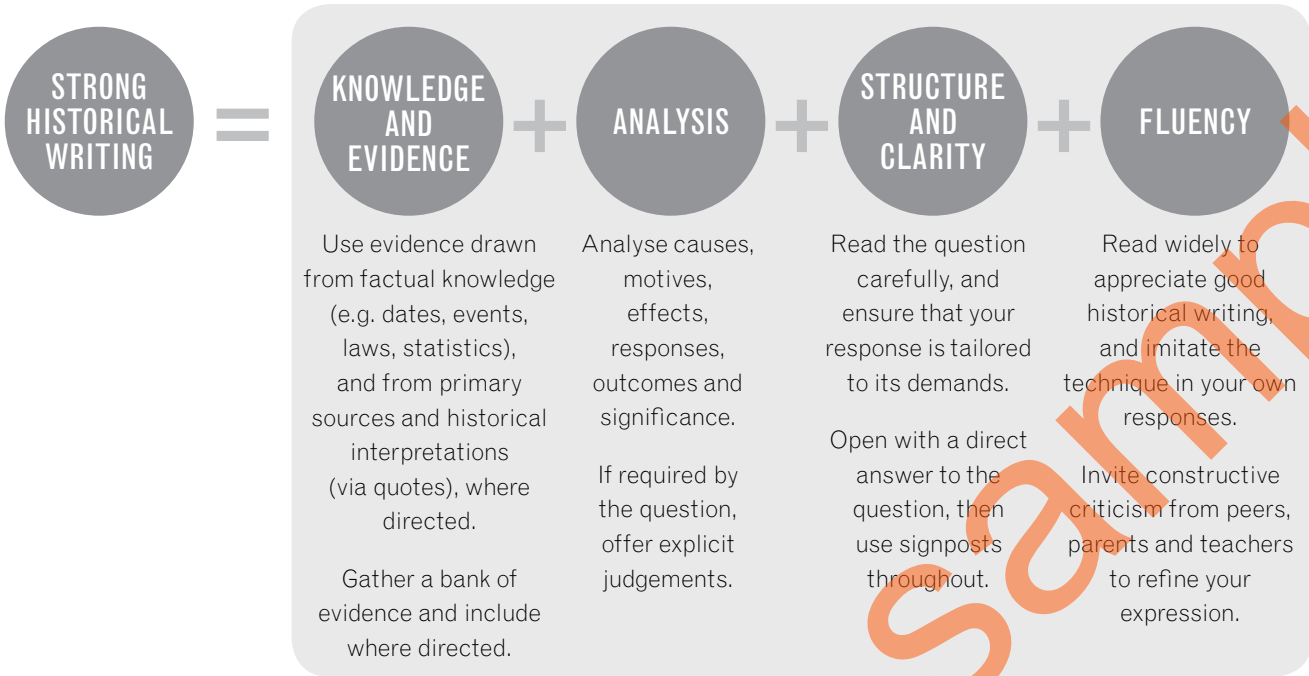
WHAT TO DO IF YOU RUN OUT OF TIME

If you lose track of time and have only a few minutes left, ensure that you put **at least one sentence in response to each remaining question**. A single relevant sentence will earn a single mark, and one mark may be enough to make a difference when determining your final study score for History: Revolutions.

TIPS FOR HISTORICAL WRITING

THE INGREDIENTS OF A TOP-SCORING RESPONSE

There are four ingredients in a top-scoring response in History assessments:



BEGINNING YOUR RESPONSE

Don't make your reader guess where you are going, and don't hide your answer at the bottom of the page – put the answer to the question in your first sentence!

A good opening sentence will give a **direct, concise and complete answer** which matches exactly what the question is asking for. Everything you write after the first sentence should simply be backing up, or elaborating upon, your original opening sentence.

Consider the following student responses to the question 'Explain how the Chinese Communist Party made use of policy and ideology to consolidate its power.' (10 marks)

OPENING SENTENCE	EFFECTIVENESS OF SENTENCE
<i>The Chinese Communist Party used policy and ideology in a range of ways to consolidate its power in the first decade of its power.</i>	This is a typical, but weak opening sentence. It simply repeats the question, and provides no indication of where the response is going.
<i>The Chinese Communist Party implemented reforms which won it popular support, and used ideology to divide society into supporters and 'class enemies' of the revolution.</i>	This is a strong opening sentence. The student has identified two main themes which they will analyse in their response.
<i>The Chinese Communist Party used land reform, social reforms and the promise of a Communist society to gain support in the years 1949–59.</i>	This is a strong opening sentence. The student has listed the examples they will examine in their response.

SIGNPOSTING

To make it easy for a reader to follow your arguments, you should make active use of **signposts**. These are words and phrases that indicate the purpose of key sentences in your response.

SIGNPOSTING THE START OF A NEW DISCUSSION POINT

- Firstly,
- Secondly,
- Additionally,
- Furthermore,

SIGNPOSTING A CAUSE-EFFECT RELATIONSHIP

- As a result...
- This led to...
- This caused...
- This culminated in...

SIGNPOSTING ANALYSIS OF SIGNIFICANCE

- This shows...
- This reveals...
- This demonstrates...
- Therefore...

SIGNPOSTING INTRODUCTION OF A QUOTE

- Depicted in Source 1 by...
- Source 1 reflects the view that ...
- Source 1 discusses the idea that...

RESPONDING TO SOURCE ANALYSIS QUESTIONS

SOURCE ANALYSIS PART A

The wording and mark value of these questions will vary. They are likely to be worth approximately **5 marks**, and to **require analysis of one source in light of your knowledge OR comparison of two sources**. Your responses should be approximately **125 words or ½ a page** in length.

Select a range of highly relevant **quotes from the written sources provided**, and **specific features of the visual sources**. Ensure that you integrate these into your response, and signpost them with phrases like **‘as shown in Source 1’**. If the question asks you to use multiple sources in your response, then ensure that you **select at least one discussion point from each source mentioned in the question**.

EXEMPLAR RESPONSE

Using Source 1 and your own knowledge, outline Jiang Jieshi’s (Chiang Kai-shek’s) actions and beliefs. (5 marks)

Source 1 portrays Jiang as a ‘pragmatist,’ who regarded power as far more important than ideals. Firstly, the source defines Jiang’s primary concern as being ‘China’s immediate struggle for survival and national rejuvenation,’ and his primary goals as securing ‘unity, wealth, national strength and international prestige,’ suggesting his ideological foundation was Chinese nationalism. Secondly, while Jiang frequently mentioned the concepts of ‘liberty,’ ‘freedom,’ and ‘democracy’ in his speeches, he considered these nothing more than ‘vague, long-term aspirations,’ useful only for their rhetorical value and not as a means of strengthening China. Thirdly, Jiang believed the main prerequisite for his vision of a strong China was the creation of a ‘disciplined Nationalist Party’ which would lead ‘a strong, centralized government,’ suggesting that he was fundamentally authoritarian in nature. While Jiang promoted culture and morality in his New Life movement (1934), the movement was largely designed to reduce the threat posed by the Communists and entrench centralised control; this supports Source 1’s depiction of Jiang as primarily a pragmatist. (167 words)

The student clearly **signposts** their use of the source with the phrase ‘Source 1 portrays.’

The student uses **signposts** ‘Firstly,’ ‘Secondly,’ etc. to identify the main points extracted from the source.

All points extracted from the source are illustrated with **short, direct quotes**, and are supported by **broader knowledge**.

SOURCE ANALYSIS PART B

The wording and mark value of these questions will vary. They are likely to be worth approximately **5 marks**, and are likely to focus on combining **evidence from the source** with **evidence from your own knowledge** to form a **clear, concise explanation**. Your response should be at least **125 words or ½ a page** in length.

Select at least two highly relevant **quotes from the written sources provided** and/or **specific features of the visual sources**. Ensure that you integrate these into your response, and signpost them with phrases like ‘as shown in Source 1’.

Form connections between the ideas in the source(s) and your own knowledge. You will find this easier if you use **connective phrases**, like those listed below.

The source	...captures the idea that...	Your factual knowledge
	...exemplifies the belief that...	
	...reflects the fact that...	
	...however, in reality...	
	...but this is misleading, because...	
Your factual knowledge	...reflected in the source by...	The source
	...described in the source as...	
	...depicted in the image as...	
	...highlighted by the source through...	

For example: *The adoring faces focused on Mao in Source 1 reflect the growth of Mao’s cult of personality in the lead-up to the Cultural Revolution.*

EXEMPLAR RESPONSE

Using the sources and your own knowledge, explain Mao’s beliefs about the importance of peasants in the revolution. (5 marks)

Mao argued that the peasantry constituted the main revolutionary class in China. As noted in Source 1, ‘he rejected the Marxist assumption’ that the Chinese Revolution would be shaped by struggle between ‘the two urban classes ... the bourgeoisie and the proletariat.’ Instead, in his 1927 Report on the Peasant Movement in Hunan, Mao claimed that ‘a movement of hundreds of millions’ of peasants would soon rise and ‘sweep away all of warlords, imperialists ... and evil landlords.’ Under Mao, the CCP became a peasant-based party that won mass support, both for the party and the growing Red Army, through the promise of land reform and social justice. This is reflected in Source 2, which shows the cheering peasantry welcoming the Red Army and providing it with food, reinforcing Mao’s dictum that ‘the peasants are the sea; we are the fish.’ (141 words)

Clear, one-sentence **direct response** to the question.

Quote from a written source is used to support argument, and this is clearly marked with a **signpost phrase** (‘as noted in Source 1’).

Specific evidence from own knowledge is provided – such as quotes from primary sources and specific Communist policies.

A **reference to a feature of a visual source** is used to support the argument, and this is clearly marked with a **signpost phrase**.

SAMPLE EXAM AND RESPONSE GUIDE

On the Revolutions exam, you will be provided with a choice of questions. You must use different revolutions to answer the questions in Section A and Section B. You must **not** choose the same revolution for both sections.

This book contains practice questions on **the Chinese Revolution** from both sections of the exam paper. In a real exam, you would only answer one of these sets of questions. You can see practice questions on your other revolution by purchasing the relevant Exam and Study Guide from HTAV, or by downloading past examinations from the VCAA website. You can find past exam papers, assessment reports, and a copy of the answer book on the VCAA website:
<http://www.vcaa.vic.edu.au/Pages/vce/studies/history/revolutions/exams.aspx>

HISTORY: REVOLUTIONS (CHINA)

Written examination

Date: _____

Reading time: _____ to _____ (15 minutes)

Writing time: _____ to _____ (2 hours)

QUESTION BOOK

Structure of book

Section	Number of questions	Number of questions to be answered	Number of marks
A	3	3	40
B	2	2	40
			Total 80

(NOTE: THIS IS A SAMPLE COVER PAGE ONLY)

- Students are to write in blue or black pen.
- 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 correction fluid/tape.
- No calculator is allowed in this examination.

Materials supplied

- Question book of 5 pages, including **assessment criteria for the essay in Section B** on page 73.

Instructions

- All written responses must be in English.

At the end of the examination

- You may keep this question book.

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

Disclaimer: The HTAV takes no responsibility should the examination paper you sit actually differ in layout or design to this sample paper. Nor does the HTAV claim, in any way, that the questions in this sample paper will be those you will actually answer in the final examination. Please note the number of pages in this sample exam may differ to the VCAA examination paper.

RESPONSE GUIDE

NB. The responses below are given as examples only. A variety of responses are possible.

SECTION A – QUESTION 1A (5 MARKS)

GUIDANCE: A top-scoring response to this question must provide a comprehensive overview of the relevant points in Source 1, including a range of short, direct quotes, and draw on broader knowledge to give further detail about the methods used to secure support for the Communists.

SAMPLE RESPONSE: Source 1 suggests that the Chinese Communist Party (CCP) sought to gain mass support by adopting the promises and program of the Guomindang (GMD) as its own, and then proving it could fulfil them. Firstly, Mao argues that the CCP should appropriate Sun Yixian's principle of Nationalism by 'arousing the masses for resistance to Japan' and 'striving for complete national liberation.' He links this to the declaration of GMD leader Jiang Jieshi that 'every person ... must take up the responsibility of resisting Japan,' suggesting that, since the GMD has 'failed to carry out' this resistance, the Communists can claim credit for doing so. Secondly, Mao claims the CCP can fulfil Sun's principle of Democracy by allowing the citizens of the Yan'an Soviet 'to elect governments at all levels.' Thirdly, Mao suggests the Communists can fulfil Sun's principle of People's Livelihood through a range of economic reforms including 'abolishing exorbitant taxes, reducing land rent [and] enforcing the eight-hour working day.' Therefore, the Communists drew support away from the Nationalists and their approach of 'trading land for time' by mounting a vigorous defence of China, in the Hundred Regiments Offensive (1940) and numerous other battles. (194 words)

SECTION A – QUESTION 1B (5 MARKS)

GUIDANCE: A top-scoring response to this question must provide an explanation of several specific ways in which the Communist Party developed in the Yan'an period (e.g. the growing size of the party, consolidation of Mao Zedong Thought, nationalist resistance to Japan, and peasant-oriented reforms). This explanation must be supported by specific facts from your own knowledge, and references to specific features of both sources.

SAMPLE RESPONSE: At the Yan'an Soviet (1936–47), the Chinese Communist Party (CCP) evolved from a small, Marxist–Leninist party into a nationalist movement guided by Mao Zedong Thought. Firstly, because the Communists were safely isolated from potential threats at Yan'an, the party was able to grow steadily from about 20 000 members in 1936 to 1.2 million in 1945. Most of the new supporters were peasants, like those depicted smiling and listening to Mao Zedong in Source 2. Secondly, Source 1 shows how mass support was won at Yan'an, through the party's promise of social and economic justice, like 'granting the people absolute freedom ... to elect governments' in their villages, and 'improving the livelihood of the people' through land reform. Thirdly, the Yan'an period

saw Mao ruthlessly impose his ideas on the party; the 1942–44 Rectification campaign ensured that all Communist cadres were indoctrinated in Mao Zedong Thought, and dissenters were forced to write self-criticisms or undergo struggle sessions. (159 words)

SECTION A – QUESTION 1C (10 MARKS)

GUIDANCE: A top-scoring response to this question must offer a judgement about the most important factors that contributed to the Communist victory in 1949 (e.g. Mao's theory of peasant revolution, the Yan'an Soviet, the impact of the Japanese invasion, and the failures of Jiang Jieshi and the Guomindang). It will be supported by direct quotes which illustrate the views of contemporary figures and/or respected historians on this question, and it will be supported by specific references to both sources. There is no required structure, but it is important to organise your ideas clearly and logically.

SAMPLE RESPONSE: The Chinese Communist Party (CCP) was victorious in 1949 because it mounted a patriotic response to Japan's invasion, promised reforms to peasants, and benefited from Guomindang (GMD) failures.

Source 1 shows how the CCP won support through its response to the Second Sino–Japanese War (1937–45). The GMD responded to the Japanese invasion by 'trading land for time,' staging continuous retreats that left civilians vulnerable to atrocities like the massacre of 100 000 civilians in Nanjing (December 1937). In contrast, Mao declares in Source 1 that the CCP will 'firmly resist ... Japanese imperialism and striv[e] for complete national liberation.' Communist guerrillas remained active in occupied territory, waging a highly symbolic campaign of nationalist resistance to the Japanese that won them mass support. Historian Edwin Moise argues that 'the CCP struggled for nationalist goals more vigorously and more competently than the Nationalist Party.' This secured popular support that proved vital in the Civil War (1946–49).

Source 2 depicts Mao listening and responding to Chinese peasants at Yan'an, symbolising the methods he used to gain support from tens of millions of peasants. By placing Mao among the peasants and at the same level as them (i.e. as their equal), the artist evokes the Maoist principle of the mass line, which Mao described as 'taking ideas from the masses, to the masses.' In accordance with this principle, the CCP implemented popular reforms, like those described in Source 1, such as 'abolishing exorbitant taxes' and 'reducing land rent.' Historian Maurice Meisner argues that, consequently, 'victory came on the basis of a massive popular social revolution' which involved 'the active and meaningful support and participation of tens of millions of peasants.'

Finally, the Communists' victory was due in part to the failures of their rivals. Historian John King Fairbank argues that the GMD was defeated because of its 'stupidity on the battlefield and incompetence behind the lines.' GMD leader Jiang Jieshi over-extended his forces by seizing all of Manchuria in 1946, allowing the People's Liberation Army (PLA) to encircle, besiege and capture isolated GMD garrisons over the following two years. Many demoralised GMD soldiers were persuaded by Communist propaganda to join the PLA, such as when 200 000 soldiers from Beijing were recruited after the city surrendered (January 1949). Thus, the GMD defeat was partly due to superior Communist strategy. (386 words)