

AMERICAN REVOLUTION

STUDY AND EXAM GUIDE

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HTAV's American Revolution Study and Exam Guide

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IMPORTANT: please check the Victorian Curriculum and Assessment Authority (VCAA) website for the latest exam and assessment advice: www.vcaa.vic.edu.au

Sample exams and assessments in this book may differ from what students actually sit.










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LEGEND	
	key ideas
	key individuals
	key movements
	key events

AREA OF STUDY 1: CAUSES OF REVOLUTION (1754 TO 4 JULY 1776)

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.

AMERICA AOS1 KEY KNOWLEDGE		REVISED (tick when complete)
TOPIC 1 French and Indian War (1754–1763)	 Enlightenment	
	 Natural rights	
	 French territorial interests	
	 Albany Congress	
	 Washington's mistake	
	 Battle of Fort Necessity	
	 Battle of Fort Duquesne	
	 French and Indian War (part of Seven Years' War)	
	 Treaty of Paris	
	 Proclamation Act	

AMERICA AOS1 KEY KNOWLEDGE		REVISED (tick when complete)
TOPIC 2 Aftermath of French and Indian War (1763–1764)	 King George III	
	 British mercantilist policy	
	 British management of the colonies	
	 Pontiac's Rebellion	
	 End of 'salutary neglect'	
TOPIC 3 Taxes and Tensions (1764–1771)	 Sugar Act	
	 Stamp Act	
	 Colonial responses	
	 Townshend Duties	
	 Boston Massacre	
	 Samuel Adams	
	 John Hancock	
	 Patriots	
	 Sons of Liberty	
	 Daughters of Liberty	
TOPIC 4 Organised Opposition to the British (1772–1775)	 'Taxation without representation is tyranny'	
	 Patrick Henry	
	 James Otis	
	 Committees of Correspondence	
	 Boston Tea Party	
	 Coercive Acts (Intolerable Acts)	
	 Thomas Paine	

AMERICA AOS1 KEY KNOWLEDGE		REVISED (tick when complete)
TOPIC 4 CONTINUED Organised Opposition to the British	 First Inter-Continental Congress	
	 Representative government	
	 Liberty	
	 Provincial congresses	
	 Powder alarms	
TOPIC 5 War of Independence (focus on 1775–4 July 1776)	 Battles of Lexington and Concord	
	 Second Inter-Continental Congress	
	 Richard Henry Lee	
	 Benjamin Franklin	
	 Republicanism	

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.

AMERICA AOS1	KEY QUOTE			Tick when complete
Significance of British management of colonies	i)	ii)	iii)	
Nature of Coercive Acts (Intolerable Acts)	i)	ii)	iii)	
Significance of Boston Massacre and Boston Tea Party	i)	ii)	iii)	
Significance of Enlightenment ideas	i)	ii)	iii)	
Role of popular groups and individuals such as Samuel Adams and Sons of Liberty in resisting British	i)	ii)	iii)	

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

AREA OF STUDY 2: CONSEQUENCES OF REVOLUTION (4 JULY 1776 TO 1789)

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 challenges faced by the new regime in consolidating power, conditions that influenced leaders to compromise their revolutionary ideals, key individuals that changed society and diverse experiences of the revolution.

AMERICA AOS2 KEY KNOWLEDGE		REVISED (tick when complete)
TOPIC 1 War of Independence (focus on 4 July 1776 –1783)	 Siege of Boston (Massachusetts)	
	 Battle of Long Island	
	 Battle of Harlem Heights	
	 Battle of Trenton	
	 Battle of Saratoga	
TOPIC 2 New Nation (1776–1789)	 Siege of Charleston	
	 British surrender at Yorktown	
	 George Washington	
	 Continental Army soldiers	
	 Patriots and loyalists	
	 Post-war recession	
	 Articles of Confederation	
	 Treaty of Paris	
TOPIC 3 Creating and Maintaining a Political System (1783–1789)	 Pennsylvania mutinies	
	 Economic challenges and development	
	 Individual rights	
	 Shays' Rebellion	
	 John Adams	
	 Northwest Ordinance	

AMERICA AOS2 KEY KNOWLEDGE		REVISED (tick when complete)
TOPIC 3 CONTINUED Creating and Maintaining a Political System (1783–1789)	 Separation of powers	
	 Philadelphia Convention	
	 Virginia Plan	
	 New Jersey Plan	
	 Connecticut Compromise (Great Compromise)	
TOPIC 4 Changes to Everyday Life (1776–1789)	 Women	
	 Native Americans	
	 African Americans	
	 Patriots	
	 Loyalists	
	 Continental Army Soldiers	

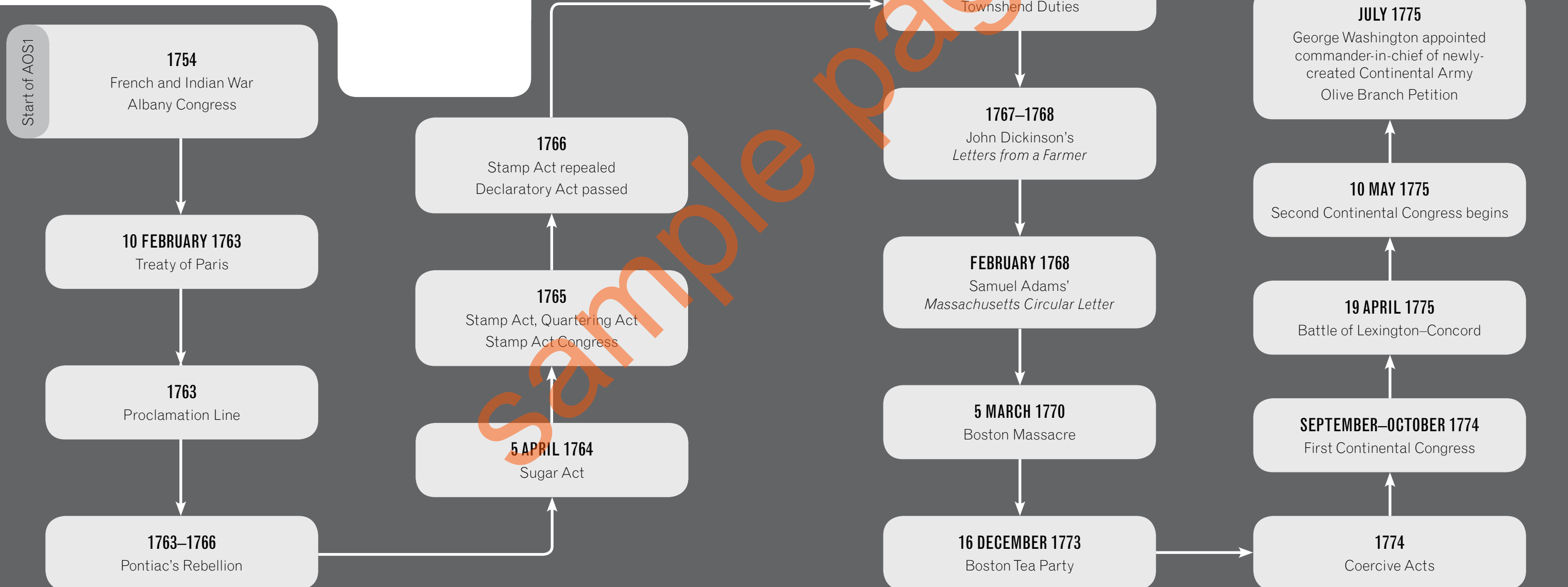
KEY QUOTES

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.

AMERICA AOS2	KEY QUOTE			Tick when complete
Washington's role in War of Independence	i)	ii)	iii)	
Gains / experiences of African Americans	i)	ii)	iii)	
Gains / experiences of Native Americans	i)	ii)	iii)	
Gains / experiences of women	i)	ii)	iii)	
Did British lose War of Independence or did Americans win it?	i)	ii)	iii)	
To what extent did leaders act from economic self-interest?	i)	ii)	iii)	

AREA OF STUDY 1: CAUSES OF REVOLUTION (1754 TO 4 JULY 1776)

TIMELINE OF KEY EVENTS



KEY IDEAS

ENLIGHTENMENT

- European intellectual and philosophical movement of the seventeenth and eighteenth centuries
- Questioned traditional institutions such as the church and argued that individuals should be free to reach their own reasoned judgements
- Enlightenment thinkers challenged the divine right of monarchs and argued that, under the 'social contract,' individuals give up some rights only to the extent that governments act in their best interests overall
- Thinkers such as Montesquieu, Rousseau and Locke influenced American revolutionary thinkers such as Paine

NATURAL RIGHTS

- The view that people have inalienable rights just because they are human (Locke)
- Based on the idea that one's social position is an accident of birth and therefore we all have the same inalienable rights to:
 - › Life – everyone is entitled to live, once born
 - › Liberty – everyone is entitled to do what they wish as long as they do not interfere with the first right
 - › Property – everyone is entitled to own all they gain/create through gift/trade, so long as it doesn't conflict with the rights above.
- Colonists saw British interference in local affairs as a breach of their natural rights

LIBERTY

- The concept that people are free to conduct their lives without interference unless they are infringing other people's rights
- Became the guiding principle for colonial dissent in America, as the British breached the colonists' right to life at the Boston Massacre, liberty through the lack of parliamentary representation, illegal searches and trade restrictions, and property through arbitrary taxation and confiscation of trade vessels
- Embraced by colonists to justify revolution, i.e. an unjust government that breaches the social contract is no government at all
- Immortalised by Patrick Henry's call, 'Give me liberty or give me death'

'TAXATION WITHOUT REPRESENTATION IS TYRANNY'

- The argument that people should not have to pay taxes unless they have elected the leaders who impose those taxes (influenced by Locke)
- Colonists argued that they were not directly represented in the British Parliament and therefore should not have to pay British taxes
- Concept first appeared in America in c. 1750 but was popularised by James Otis and others in c. 1761
- Formed the philosophical basis of opposition to British taxation policies

REPUBLICANISM

- Based on idea of civic virtue as the basis for government
- Emphasises political participation and avoidance of corruption
- A republican government should protect the rights of individuals through a system of 'checks and balances'
- Key proponents in America were Jefferson and Madison

REPRESENTATIVE GOVERNMENT

- Based on the idea that, as per Locke's social contract, citizens give up certain rights in exchange for the benefits of organised government
- Government can only be formed with the 'consent of the governed' as sovereignty resides with the people; only leaders elected by the people are legitimate
- If representatives fail to represent the will of the people they are no longer legitimate rulers and citizens are justified in overthrowing them
- The Magna Carta set limitations of monarchical power and identified parliament as the source of legitimate authority

Write a sentence summarising the contribution of each idea to the revolution.

KEY INDIVIDUALS

KING GEORGE III (1738–1820)

- Ascended the throne of Great Britain in 1760, aged twenty-two
- Constitutional monarchist and staunch conservative
- Respected the role of parliament and largely acted on the advice of his ministers
- Portrayed by the Patriots as a tyrant exercising arbitrary power, but in the context of the times it was expected that he would try to retain such large territories



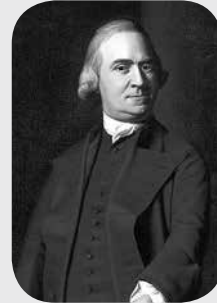
JAMES OTIS (1725–1783)

- Massachusetts lawyer, politician (and brother of revolutionary agitator Mercy Otis Warren) who argued that 'taxation without representation is tyranny' in a case against the writs of assistance in 1761
- Chaired the Massachusetts Committee of Correspondence in 1764
- Argued that the lack of colonial representation in British Parliament constituted a breach of their natural rights, which he outlined in *The Rights of the British Colonies Asserted and Proved* (1764). This provided a strong legal argument against British taxation of the colonies
- Vocal critic of British taxation policies at the Stamp Act Congress 1765



SAMUEL ADAMS (1722–1803)

- Businessman, merchant, prolific writer and propagandist who generated significant support for the patriot cause through his writing for the *Boston Gazette* and pamphlets
- Helped form the Sons of Liberty in response to the Stamp Act in 1765, and authored the *Massachusetts Circular Letter* in 1768, in which the Massachusetts assembly criticised British 'interference' in domestic issues
- Formed the Committees of Correspondence and Safety in 1772 to circulate propaganda and information about troop movements
- Represented Massachusetts at the First and Second Continental Congresses



JOHN HANCOCK (1737–1793)

- Bostonian merchant, politician and political agitator who used his wealth to support the revolutionary cause
- Alleged smuggler whose economic interests were threatened by increased British presence
- His ship the *Liberty* was confiscated in 1768 by the British. It was captured and destroyed by Rhode Islanders the following year in one of the earliest acts of open rebellion
- President of the Second Continental Congress and known for his prominent signature on the Declaration of Independence



PATRICK HENRY (1736–1799)

- Virginian lawyer, politician, orator and planter, member of the House of Burgesses
- Stated, 'If this be treason, make the most of it' in support of the Virginia Stamp Act Resolves of 1765; argued that taxation without parliamentary representation was a breach of colonists' natural rights
- Most famous for his statement 'Give me liberty, or give me death' at the Second Continental Congress in 1775
- Champion of republicanism who led opposition to the Stamp Act in 1765



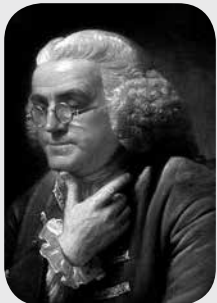
RICHARD HENRY LEE (1732–1794)

- An early advocate of independence who wrote the 1766 Leedstown/ Westmoreland Resolves
- Represented Virginia at the First and Second Continental Congresses
- Moved that the American states declare independence on 7 June 1776
- Described the Coercive Acts as 'a most wicked system for destroying the liberty of America'



BENJAMIN FRANKLIN (1706–1790)

- Renowned author, inventor, printer, theorist, politician and diplomat who created the 'Join, or die' cartoon in 1754, calling for the colonies to unite with Great Britain against the French and Native Americans in the French and Indian War; the cartoon became a symbol of unity between colonies/states
- Proposed the Plan of Union at the Albany Congress in 1754 and was a member of the committee of five who drafted the Declaration of Independence
- A tireless advocate for American interests in Britain who sought reconciliation between the colonies and Britain until Lord Wedderburn accused him in the Privy Council in January 1774 of conspiring against the British government in Massachusetts
- Famously said before the signing of the Declaration of Independence, 'We [the colonies] must ... all hang together, or most assuredly we shall all hang separately'



THOMAS PAINE (1737–1809)

- Migrated from England in 1774 with the help of Benjamin Franklin
- His 1776 pamphlet *Common Sense* popularised the revolution by making a convincing argument against monarchy in favour of a republic
- Penned *The American Crisis* in 1776, on the eve of the Continental Army's retreat from New York, in an effort to inspire soldiers and link military service with civic virtue
- Best-known for the statement 'These are the times that try men's souls'



KEY MOVEMENTS

PATRIOTS

- Vocal critics of British colonial policies, who rebelled against 'interference' from Britain, arguing that the colonies should be ruled by their directly elected representatives
- Progressives or 'Whigs' who argued that they could only be taxed by their directly elected representatives
- Increased in number in the lead-up to 1776
- Included key individuals such as Thomas Jefferson, Benjamin Franklin, John Adams and Alexander Hamilton

SONS OF LIBERTY

- Radical group formed in response to the Stamp Act of 1765, vowing to protect the rights of colonists against encroachments of the Crown
- Orchestrated the Boston Tea Party in 1773, the harassment of Loyalists and other acts of resistance to British rule
- Created correspondence and spy networks to coordinate propaganda and proliferation of materials in support of colonists' rights
- Established chapters in a range of colonies

DAUGHTERS OF LIBERTY

- Similar to the Sons of Liberty, they formed in response to British taxation
- Crucial in boycotts and the enforcement of non-importation agreements, they helped the war effort by sewing soldiers' uniforms and melting metal for bullets
- Created groups for spinning wool into garments and hosted tea parties serving 'liberty tea' made from berries and herbs
- Notable members included Abigail Adams, Mercy Otis Warren and Martha Washington

LOYALISTS

- American colonists who remained loyal to the British Crown
- Sought reconciliation with, rather than a break from, Britain
- From 1775, some African American slaves fought on the Loyalist side, following Britain's pledge to free them from slavery
- Well-known Loyalists included Thomas Hutchinson (governor of Massachusetts), Joseph Brant/Thayendenegea (Mohawk leader) and William Franklin (illegitimate son of Benjamin Franklin)

COMMITTEES OF CORRESPONDENCE

- Created by Samuel Adams to aid communication between colonies, the Committees comprised patriots seeking to destabilise British rule
- Circulated pamphlets and spread information unhelpful to the British, such as their troop movements
- Operated as de facto governments, overshadowing the Crown-controlled colonial assemblies
- Alongside the Sons and Daughters of Liberty, they organised boycotts of British goods

PROVINCIAL CONGRESSES

- Created by Royal Decree or Royal Charter to 'make laws for' the colonies; dissolved by the Coercive Acts
- Continued to operate as quasi-legislative bodies and were seen as legitimate authorities by many colonists; they began to function practically as governments by 1775
- Membership included revolutionary leaders, who saw colonial assemblies and Committees of Correspondence as the legitimate sources of authority
- Operated in Georgia, Massachusetts, New Hampshire, New Jersey, New York, North Carolina, South Carolina and Pennsylvania

Write a sentence summarising the contribution of each movement to the revolution.

TOPIC 1: FRENCH AND INDIAN WAR (1754 TO 1763)

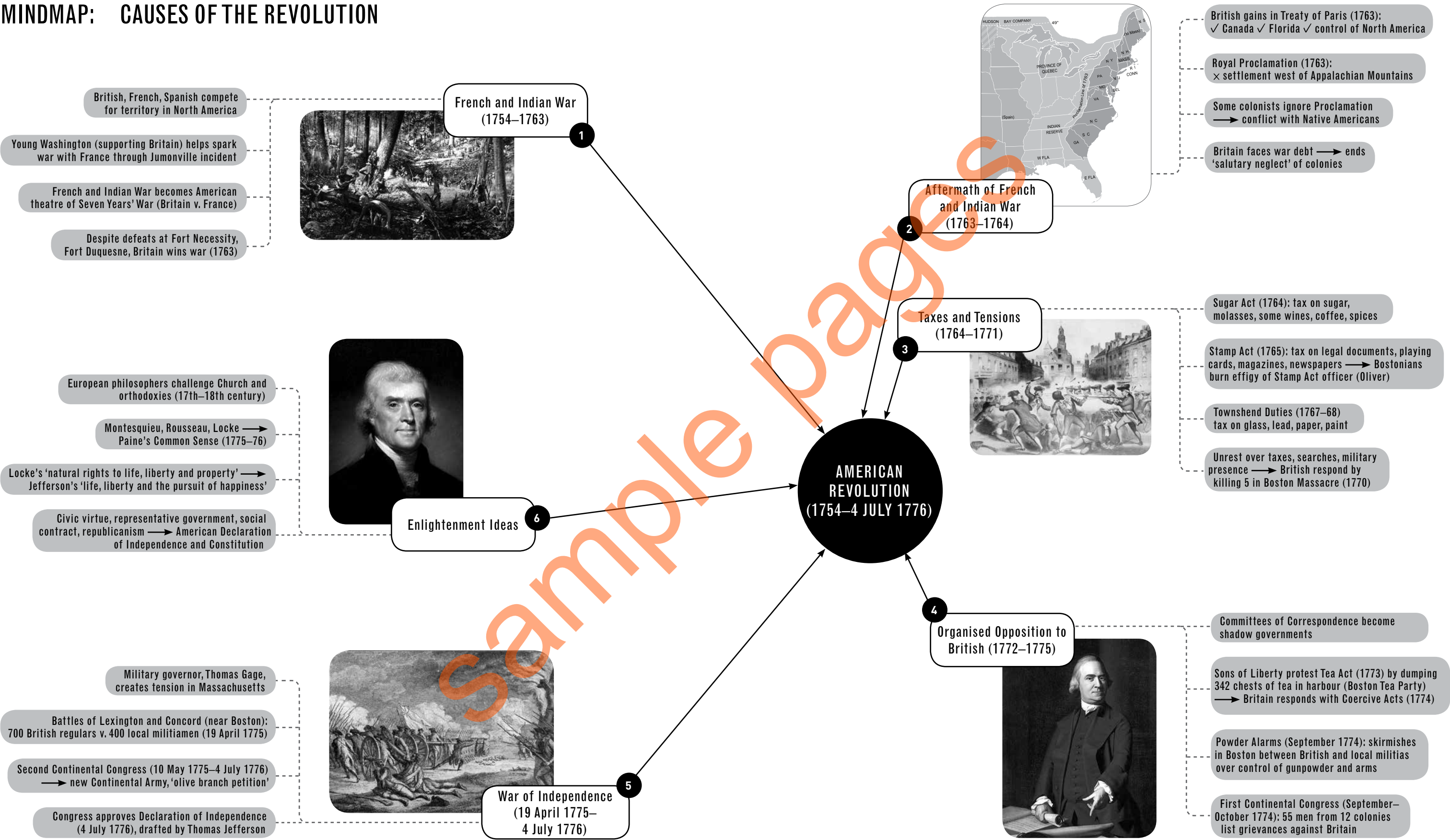
	CAUSE	EFFECT	SIGNIFICANCE
French territorial interests	<ul style="list-style-type: none">French and Spanish conduct American expeditions in seventeenth centuryFrench later move into fertile Ohio River ValleyBritish and French compete for land	<ul style="list-style-type: none">Increased tensions between French and British empiresIncreased tensions between Native Americans and colonists	<ul style="list-style-type: none">Britain and France have expanding interests worldwide
Albany Congress (1754)	<ul style="list-style-type: none">Colonists more in touch with events in Britain than with each otherNeed for coherent response to competing colonial interests	<ul style="list-style-type: none">Meeting of colonial leaders in Albany, NYFranklin presents first plan for colonial unity – Albany Plan	<ul style="list-style-type: none">Colonies recognise that they have some shared interestsIncreased communication between colonial elite
Washington's mistake (1754)	<ul style="list-style-type: none">Virginia militia, under command of 21-year-old Lt Col Washington, is sent by Governor Dinwiddie (on behalf of British crown) to expel French and construct a fort in North-West	<ul style="list-style-type: none">In Battle of Jumonville Glen, Washington's militia ambushes a Canadian scouting party and a Frenchman, Duc de Jumonville, is killed	<ul style="list-style-type: none">Start of French and Indian War (North American theatre of Seven Years' War between Britain and France)
Fort Necessity (1754)	<ul style="list-style-type: none">After Jumonville incident, Washington retreats to Fort Necessity but is overwhelmingly defeated by French and their Native American allies	<ul style="list-style-type: none">Washington signs statement of guilt regarding Jumonville's death	<ul style="list-style-type: none">France and Britain boost troop numbers in American coloniesGeorge Washington's military career gets off to shaky start
Fort Duquesne (1755)	<ul style="list-style-type: none">1500 British/American troops march to take Fort Duquesne from FrenchBraddock, British general, alienates Native American allies	<ul style="list-style-type: none">General Braddock killed in ambush1000 troops die or are injured	<ul style="list-style-type: none">Disastrous defeat results in stalemate
Seven Years' War (1756–63)	<ul style="list-style-type: none">French and Indian War expands to European theatre between France and Britain	<ul style="list-style-type: none">Countries embroiled in world-wide conflictBritain wins key battles in North America	<ul style="list-style-type: none">Control of American colonies contestedGeneral Wolfe becomes hero for defeating French in Battle of Plains of Abraham (Quebec, Canada) in 1759

	CAUSE	EFFECT	SIGNIFICANCE
Treaty of Paris (1763)	<ul style="list-style-type: none">Allocation of territorial spheres of influence at end of Seven Years' War	<ul style="list-style-type: none">Britain receives Canada from France and Florida from SpainEuropean rivals of Britain drop out of contest to control North America	<ul style="list-style-type: none">Britain emerges as dominant power in North America and across globe
Proclamation Line (1763)	<ul style="list-style-type: none">Britain needs to regulate violent relations between colonists and Native Americans along frontier	<ul style="list-style-type: none">Britain prevents further colonial expansion by banning settlements west of Appalachian Mountains	<ul style="list-style-type: none">Colonists breach Royal Proclamation by continuing to claim farmland west of Appalachians

	VIEWPOINT	KEY QUOTE
Benjamin Franklin (1760) PS	Britain's victory in Canada in 1759 consolidated its empire in America.	'No one can rejoice more sincerely than I do on the Reduction [defeat] of Canada; and this, not merely as I am a Colonist, but as I am a Briton [British person]. I have long been of Opinion that the Foundations of the future Grandeur and Stability of the British Empire lie in America. '
Howard Zinn HI	The French and Indian War increased the divide between rich and poor.	'The war had brought glory for the generals, death to the privates, wealth for the merchants, unemployment for the poor. '
Francis Jennings HI	The British in the colonies believed themselves superior to the colonists.	'The armies' commanders made no effort to win the hearts and minds of the people among whom they lived.'
William Crawford HI	The Proclamation Line was a hastily conceived solution to frontier tensions.	'I can never look upon that Proclamation in any other light than as a temporary expedient [tactic] to quiet the minds of Indians. '

LEGEND			
PS	primary source (created by person living at the time)	HI	historical interpretation (usually a historian's view)

MINDMAP: CAUSES 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 the economic recession challenged the new regime's consolidation of power in the 1780s. (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 new regime's power.

These terms identify the **key knowledge focus**. You will be rewarded for including facts about the recession, 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.

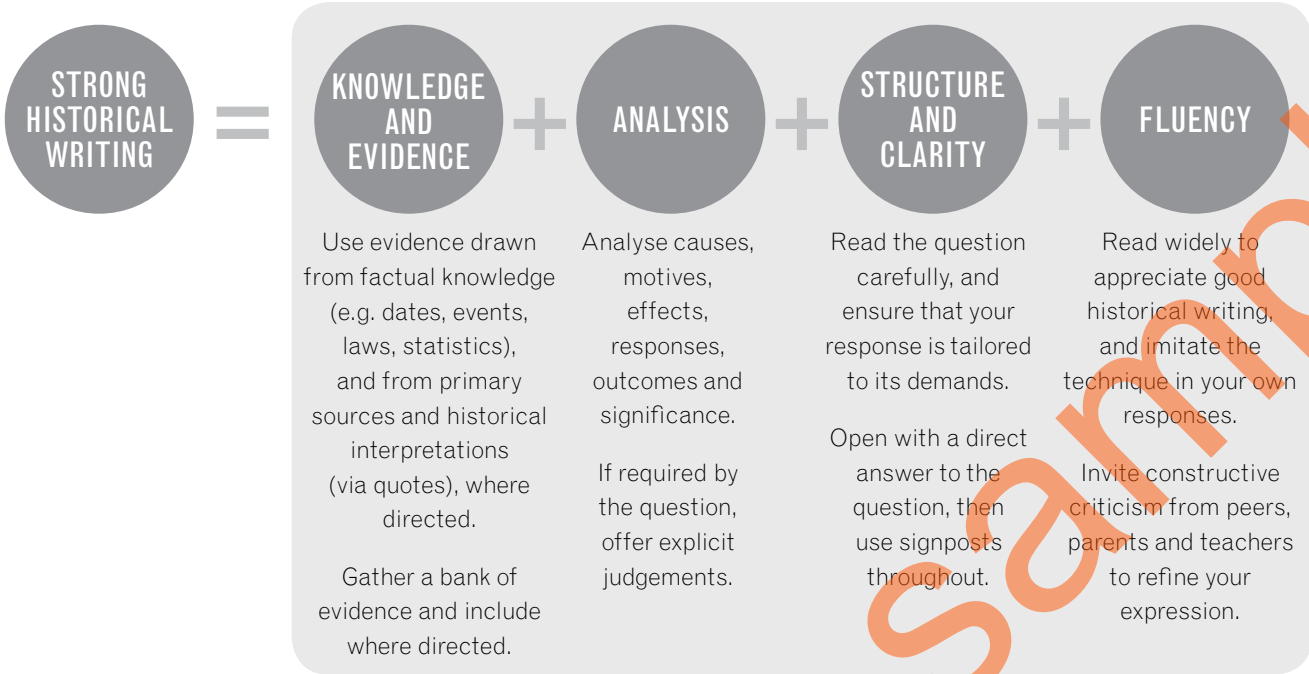
WHAT TO DO IF YOU RUN OUT OF TIME

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 War of Independence was a challenge for the new government.' (10 marks)

OPENING SENTENCE	EFFECTIVENESS OF SENTENCE
<i>The War of Independence was a challenge for the new government following the Declaration of Independence.</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 War of Independence exacerbated economic and political problems faced by the new government as they sought to consolidate power.</i>	This is a strong opening sentence. The student has identified two main themes which they will analyse in their response.
<i>The new regime struggled to find trade partners and financial support during the War of Independence (1776–1783), which they needed to win in order to claim political legitimacy.</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 **comparison of two sources or comprehension of one source in light of your knowledge**. 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, describe the weaknesses of the Articles of Confederation. (5 marks)

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

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

Broader knowledge about the weaknesses of the Articles is added to the analysis of the source

Source 1 depicts the Articles of Confederation (adopted by the Continental Congress in 1777) as a sailing ship, destined to capsize, with the caption ‘rough sailing ahead’ representative of the many challenges faced by the Articles. In the centre is the label ‘no power to enforce laws,’ as the Articles did not allow for an executive branch that could compel the states to abide by its laws. Secondly, ‘no national court system’ indicates the lack of a judicial branch to enforce or interpret laws across the country. ‘No power to enforce treaties’ refers to the lack of central diplomatic mandate in the Articles, such as the inability to enforce the treaties it signed or to appoint diplomats to other countries. The labels ‘no power to raise an army’ or to ‘collect taxes’ reflect the lack of provision in the Articles for a tax base or a way of raising an army in defence. The economic and political problems caused by the Articles led to the Philadelphia Convention (1787) and US Constitution (1789). (172 words)

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 crossing of the Delaware River became a symbol of perseverance against the odds, as seen in Washington’s brave stance and the crewmen breaking through ice in Source 1.*

EXEMPLAR RESPONSE

Using Source 1 and your own knowledge, describe British attitudes towards the colonies. (5 marks)

Source 1 portrays England as a ‘poor old’ man, struggling to rein in his ‘wicked American children.’ Firstly, the source defines the colonies as rebellious children, demonstrated by the strings linking Britain to the children. Attempts to ‘reclaim’ the American colonies include the Townshend Acts (1767) and punitive Intolerable Acts (1774). Secondly, the scornful and mocking faces of the colonists coupled with one presenting his behind represent their unwillingness to obey their patriarch and their irreverent disobedience, as demonstrated by the Boston Tea Party (16 December 1773). This is representative of the view of the colonies as subject to the Crown, their rightful guardian. Thirdly, the colonies are presented as being integral to the wellbeing of Britain, which is ‘maim’d & forced to go about with a staff’ in their absence, showing the importance of American trade to the British mercantilist system. (142 words)

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

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

All points extracted from the source are illustrated with **short, direct quotes**, and are clearly explained in the student’s own words.

The student’s **own knowledge** (e.g. dates, Acts, events, policies) is woven throughout the response.

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 American 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 (AMERICA)

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 the image, and should illustrate this with direct references to features of the image. You should support this with broader factual knowledge. (There is no need to use Source 2.)

SAMPLE RESPONSE: Colonial responses to the Stamp Act (1765) consisted of outraged political dissent and an element of violent resistance. As depicted in Source 1, colonial politicians such as Patrick Henry were strongly opposed to the Stamp Act and this manifested itself in impassioned speeches denouncing the British Parliament for attempting to implement such taxation of the colonies without their being represented in Parliament. The setting of the image is the Virginia House of Burgesses, reflecting the fact that opposition to the Stamp Act took place in public forums including colonial assemblies. Henry was arguing in favour of the incendiary Stamp Act Resolves, which were published throughout the colonies and helped to bring about its repeal. Henry's raised arm is indicative of the strong, sometimes violent, opposition to the Act and other British taxation in the colonies, such as tarring and feathering and the destruction of property. Other responses included the convening of the Sons of Liberty and the Stamp Act Congress (1765). (161 words)

SECTION A – QUESTION 1B (5 MARKS)

GUIDANCE: A top-scoring response to this question must provide an explanation of how the Sons of Liberty, via the Boston Tea Party (Source 2) and other methods, helped to gather popular resistance to British taxation and rule. There is no need to refer to Source 1, but you should bring in your other knowledge. Explain the role of propaganda, such as in response to the Boston Massacre, and the use of political theatrics such as the Sons of Liberty dressing as Mohawk Indians. Mention the crowd gathered in the image, indicating popular support, and the role of the Committees of Correspondence and Safety in disseminating information, as well as key members of the Sons of Liberty, Samuel Adams and Joseph Warren.

SAMPLE RESPONSE: The Sons of Liberty (formed in 1765) were important in raising support for the Patriot cause as they demonstrated that the British authorities could be effectively resisted with bold, sometimes illegal actions. The most famous of these actions was the destruction of British tea in the Boston Tea Party (16 December 1773), depicted in Source 2. Other examples were the destruction of the office of customs officer Andrew Oliver and the house of Lieutenant-Governor Thomas Hutchison. The Sons of Liberty also gained support through directly benefiting other colonists, such as by harassing tax officials so that tradespeople could avoid paying taxes. The Sons of Liberty, whose key

leaders included Samuel Adams and Joseph Warren, spread propaganda through the Committees of Correspondence and Safety and engaged the public imagination with theatrics such as dressing as Mohawk Indians in the Boston Tea Party. (141 words)

SECTION A – QUESTION 1C (10 MARKS)

GUIDANCE: A top-scoring response to this question will analyse how important Enlightenment ideas were in influencing the revolutionaries, along with any other significant factors that affected the outcome. You should decide whether Enlightenment ideas caused the revolution to a significant extent, to some extent, or not at all. You might acknowledge the interests that colonists hoped to protect by opposing the British, and show how the language of the Enlightenment helped them to justify their aims. Support your comments with reference to the sources and with quotes illustrating 'other views' on the revolution from historians and people at the time. There is no required structure, but it is important to organise your ideas clearly and logically.

SAMPLE RESPONSE: Enlightenment ideas significantly contributed to the American Revolution because they gave the revolutionaries the language to argue for political rights, oppose British taxation and protect their economic interests.

Enlightenment ideas such as Locke's principle of 'natural rights' gave colonists the ideological language with which to seek greater rights and prevent British intrusions into their affairs. Colonists believed that the British were violating their natural rights to 'life, liberty and property' – for example, they took life in the Boston Massacre (5 March 1770), reduced colonists' liberty through a standing army and arbitrary taxation, and threatened property rights through with the writs of assistance and Quartering Act (1765). Colonists felt that Thomas Hobbes' 'social contract' had been breached if they had no say in their own governance. James Otis' cry of 'no taxation without representation' in relation to the writs of assistance (1761) became widespread in response to the Stamp Act (1765). As Source 1 shows, Patrick Henry and others encouraged colonists to strongly resist the act; this was explained both in terms of asserting rights and avoiding unfair taxes.

Enlightenment ideas helped colonists to advance the case for separating from Britain, partly so as to protect their economic interests. Historian Howard Zinn contends that revolutionaries used 'the language of liberty and equality' as a 'device' to 'unite just enough whites to fight a revolution against England, without ending either slavery or inequality,' which many revolutionary leaders benefited from (such as John Hancock, Thomas Jefferson, George Washington and Patrick Henry). Historian Charles Beard argues that the revolutionaries' main motive was 'the economic advantage which [they] expected would accrue to themselves.'

Enlightenment ideas and practical concerns came together in the defining struggle of the revolution – opposition to British taxation. Colonists engaged in legal and illegal activity to protest the Sugar Act (1764), Stamp Act (1765), Tea Act (1773) and others, as seen in the Sons of Liberty's Boston Tea Party (16 December 1773), depicted in Source 2. Such actions in turn provoked escalating measures from the British Parliament, such as the Coercive Acts (1774), and led to open hostilities between the colonies and Britain. In the resulting Declaration of Independence (1776), Thomas Jefferson used