

RUSSIAN REVOLUTION

STUDY AND EXAM GUIDE

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HTAV's Russian Revolution Study and Exam Guide

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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 (1896 TO OCTOBER 1917)

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.

RUSSIA AOS1 KEY KNOWLEDGE		REVISED (tick when complete)
Tensions in Imperial Russia	 Autocracy	
	 Tsar Nicholas II and Tsarina Alexandra	
	 Kadets and liberal reformism	
	 Octobrists and Nationalism	
	 Socialist Revolutionaries and revolutionary populism	
	 Mensheviks and orthodox Marxism	
	 Bolsheviks and Marxism-Leninism	
	 Grievances of Russian peasants	
	 Grievances of Russian workers	

RUSSIA AOS1 KEY KNOWLEDGE		REVISED (tick when complete)
TOPIC 1 1905 Revolution (1905)	Bloody Sunday massacre	
	Defeat in Russo-Japanese War	
	Union of Unions	
	Peasant uprisings	
	1905 October General Strike	
	Count Sergei Witte and October Manifesto	
TOPIC 2 Reform and Repression (1906–14)	Fundamental Laws	
	Dismissal of 1st and 2nd Dumas	
	Pyotr Stolypin's reforms	
	Pyotr Stolypin's repression	
TOPIC 3 World War I and the Collapse of Tsarism (1914–February 1917)	Military defeats of Russian army in WWI	
	Progressive Bloc and criticism of tsar in the Fourth Duma	
	Economic impacts of WWI on Russia	
	Tsarina Alexandra and Grigory Rasputin	
	Events of February Revolution, including strikes, mutinies, and tsar's abdication	

RUSSIA AOS1 KEY KNOWLEDGE		REVISED (tick when complete)
TOPIC 4 Dual Power and the Rise of the Bolsheviks (February–October 1917)	Petrograd Soviet and Soviet Order No. 1	
	Provisional Government	
	Dual Authority	
	Vladimir Lenin	
	April Theses, 'Peace, Bread, Land', 'All Power to the Soviets'	
	Alexander Kerensky	
	June Offensive	
	July Days	
	Kornilov Affair	
	Leon Trotsky	
Military Revolutionary Committee (Milrevkom)		
Bolshevik seizure of power		

EVIDENCE FROM PRIMARY SOURCES AND HISTORICAL INTERPRETATIONS

For each topic below, find evidence in the form of a key quote. Try to find quotes from both primary sources and historical interpretations (historians' views).











RUSSIA AOS1	EVIDENCE (KEY QUOTE)	HISTORIAN / KEY FIGURE
Role of Tsar Nicholas II		
1905 Revolution		
February Revolution		
Provisional Government		
Role of Lenin and Bolsheviks		
October Revolution		

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

AREA OF STUDY 2: CONSEQUENCES OF REVOLUTION (OCTOBER 1917 TO 1927)

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.

RUSSIA AOS2 KEY KNOWLEDGE		REVISED (tick when complete)
TOPIC 1 Consolidating Power (1917–18)	 Decrees on Land and Peace	
	 Creation of Soviet Government	
	 Dismissal of Constituent Assembly	
	 Treaty of Brest-Litovsk	
	 State Capitalism	
TOPIC 2 Civil War (1918–20)	 Opposition groups: White Armies, Cossacks, Czech Legion, nationalities, foreign interventionists	
	 Red Army	
	 Leon Trotsky	
	 Reasons for Red victory in Civil War	
	 Polish-Soviet War and Treaty of Riga	
TOPIC 3 Red Terror (1917–21)	 Cheka	
	 Felix Dzerzhinsky	
	 Murder of Romanovs	
	 Red Terror	

RUSSIA AOS2 KEY KNOWLEDGE		REVISED (tick when complete)
TOPIC 4 War Communism (1918–21)	 War Communism, including:	
	 Ration system	
	 Militarisation of the workplace	
	 Grain requisitioning	
	 Famine	
TOPIC 5 Crises of the New Regime (1921–24)	 Peasant revolts, e.g. Tambov uprising	
	 Kronstadt uprising	
	 Alexandra Kollontai and Workers' Opposition	
	 New Economic Policy (NEP)	
TOPIC 6 Analysing the New Society	 The experiences and responses of a range of social groups: gentry, bourgeoisie, kulaks, peasantry, workers, women, nationalities	

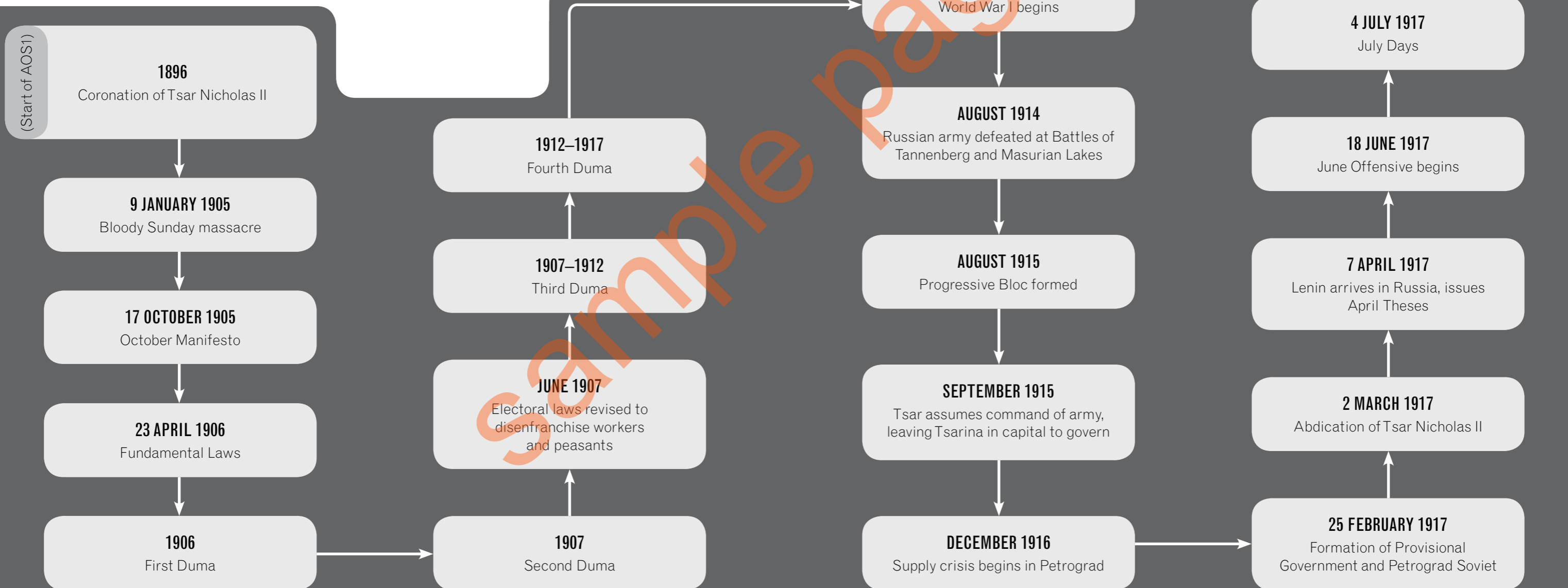
EVIDENCE FROM PRIMARY SOURCES AND HISTORICAL INTERPRETATIONS

For each topic below, find evidence in the form of a key quote. Try to find quotes from both primary sources and historical interpretations (historians' views).

RUSSIA AOS2	EVIDENCE (KEY QUOTE)	HISTORIAN / KEY FIGURE
Methods used to consolidate power		
Civil War		
Red Terror		
War Communism		
NEP and its impacts		
Changes to everyday life by 1924		
Role of Vladimir Lenin		

AREA OF STUDY 1: CAUSES OF REVOLUTION 1896 TO OCTOBER 1917

TIMELINE OF KEY EVENTS



KEY INDIVIDUALS

TSARINA ALEXANDRA (1872–1918)

- Governed Russia in tsar's absence between September 1915 and February 1917
- Regarded by some as traitor due to German heritage
- Scandalous relationship with Rasputin
- Constantly appointed and dismissed ministers

**VLADIMIR LENIN (1870–1924)**

- Founding member of the Russian Social Democratic Labour Party in 1898
- Authored 'What is to be Done?' (1902), which described the need for a conspiratorial, professional revolutionary party to serve as a 'vanguard' for the proletarian revolution
- Split the Social Democratic (SD) Party in 1903 – assumed leadership of the Bolshevik faction
- Refused to cooperate with Provisional Government in 1917; accused other socialists of being traitors to the people; established Bolsheviks as credible alternative source of leadership
- Devised simple revolutionary program in April Theses, promising immediate solutions of 'Peace, Bread, Land!' and demanding 'All Power to the Soviets!'
- Convinced Bolsheviks to lead a coup d'état to overthrow the Provisional Government
- Declared the creation of a Soviet Government on 26 October 1917

**ALEXANDER KERENSKY (1881–1970)**

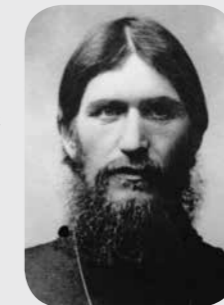
- Elected to the Fourth Duma as a member of the Trudoviks (a faction of the SR party)
- One of the founding members of the Provisional Government
- War Minister of Provisional Government from June 1917, launched disastrous June Offensive
- Prime Minister of Provisional Government from July 1917
- Humiliated by Kornilov Affair
- Triggered October Revolution by attempting to close Bolshevik newspapers

**TSAR NICHOLAS II (1868–1918)**

- Stubbornly committed to the concept of autocracy, proved a poor and unresponsive leader during a time of crisis
- Promised democratic reforms in October Manifesto but failed to deliver them
- Failed to provide leadership during crisis of World War I, instead entrusting authority to his unpopular wife

**GRIGORI RASPUTIN (1869–1916)**

- Mystic and healer summoned to attend to the tsar's haemophiliac son, Alexei, in 1908
- Became deeply entwined with the Romanov family
- Exercised great influence on Tsarina Alexandra and state affairs while Tsar Nicholas was away commanding Russian forces in WWI
- Murdered by extremist conservatives, via poison, gunshot and drowning, in 1916

**PYOTR STOLYPIN (1862–1911)**

- Prime Minister of Russia from 1906–11
- Helped regime recover after 1905 Revolution
- 'Suppression first, and then and only then, reform'
- Disenfranchised workers and peasants in 1907 electoral laws to ensure the election of a cooperative Duma

**SERGEI WITTE (1849–1915)**

- Prime minister of Russia from 1905–06
- Encouraged tsar to issue October Manifesto of 1905 and opposed Russia's entry into WWI
- As minister of finance (1892–1903), oversaw rapid industrialisation and attracted foreign investment
- Helped tsar to repress protests and mutinies in 1905–06

**LEON TROTSKY (1879–1940)**

- Founding member of the Russian Social Democratic Labour Party; sided with the Menshevik faction in the 1903 split; joined Bolshevik party in June 1917
- A charismatic public speaker; became public face of the Bolshevik party in late 1917
- Elected Chairman of the Petrograd Soviet and the Military Revolutionary Committee
- Planned and executed the coup d'état which overthrew the Provisional Government



Write a sentence summarising the role of each key individual in the revolution.

KEY MOVEMENTS

WORKER PROTESTS

- Workers faced recession, poor conditions, low wages
- Industrial strikes in major cities from January 1905
- Workers and others petitioned the tsar on Bloody Sunday 1905
- Petrograd Soviet of Workers' and Soldiers' Deputies backed Bolsheviks after Dual Authority with the Provisional Government failed

SAILOR MUTINIES

- Battleship Potemkin mutiny in June 1905 launched the revolutionary era
- Sailors (Kronstadt, Baltic Fleet) killed seventy-five officers in February 1917
- Around 10 000 sailors turned against the Provisional Government

UNION OF UNIONS

- A liberal political club formed in May 1905 in response to the outrage after Bloody Sunday
- Critical of tsarist autocracy, adopted slogan 'We can no longer live like this!'
- Demanded civil rights, elections based on a universal franchise, and a legislative Duma
- Called for nationwide general strike in October 1905
- Successfully convinced tsar to issue October Manifesto, which promised democratic reforms

PEASANT UPRISINGS

- Under tsar, feudalism caused inequality and food shortages
- Many peasants saw February Revolution as a way to gain land
- Provisional Government's delay in redistributing land angered peasants
- Peasants a key source of support for October Revolution

SOLDIER MUTINIES

- Russian soldiers suffered heavy losses in WWI
- Petrograd Garrison mutinied against tsar in February 1917; created Petrograd Soviet
- Order No.1: soldiers need Petrograd Soviet approval before obeying government
- Mass desertions in the June Offensive crippled the Provisional Government

SOCIALIST REVOLUTIONARY PARTY (SRs)

- A socialist political party established in 1902
- Adhered to revolutionary populism
- Demanded redistribution of land from the gentry to the peasantry
- Supported by Russian peasantry
- Initially endorsed terrorism, but evolved into a legal political party after the 1905 Revolution
- In conjunction with the Menshevik party, controlled the Second Duma
- After February Revolution, offered limited support for WWI
- In coalition with the Menshevik party, controlled the Petrograd Soviet from March–September 1917

BOLSHEVIKS

- Socialist political party which developed out of the 1903 split of the Social Democratic Party
- Adhered to Vladimir Lenin's unorthodox interpretation of Marxist theory (Marxism-Leninism)
- Sought to bring about a socialist revolution by educating and leading the proletariat
- Guided by the Leninist principles of democratic centralism (only the leadership entitled to vote) and the 'vanguard' (since the masses were ignorant, they must be led by professional revolutionary cadres)
- Initially small, but gained mass support from workers and soldiers after April 1917
- After the February Revolution, the only major party to demand Russia withdraw from WWI, and only major party to demand a Soviet government
- Controlled the Petrograd Soviet from September 1917 onwards
- Overthrew the Provisional Government in a coup d'état in October 1917

OCTOBRIST PARTY (UNION OF 17 OCTOBER)

- A conservative political party established in October 1905
- Largely supportive of the principles of Russian nationalism and tsarist autocracy
- Supported by industrialists and nobility
- Dominated the Third and Fourth Dumas
- Withdrew its support from the tsarist regime from 1915 due to its poor management of WWI

MENSHEVIKS

- Socialist political party which developed out of the 1903 split of the Social Democratic Party (SDs)
- Adhered to Orthodox Marxist political theory
- Supported by the industrial working class in Russian cities
- Organised trade unions and attempted to improve rights of workers through gradual reform
- In coalition with the SR party, controlled the Second Duma
- After February Revolution, offered limited support for WWI
- In coalition with the SR party, controlled the Petrograd Soviet from March–September 1917

KADET PARTY (CONSTITUTIONAL DEMOCRATIC PARTY)

- A liberal political party established in October 1905
- Supported by the middle class and reformist members of the gentry
- Demanded constitutional limits on tsar's authority in First Duma
- Formed the Progressive Bloc in 1915, after key Russian defeats in WWI
- Formed the Provisional Government in February Revolution and controlled it until late 1917
- After the February Revolution, called for continuation of the war effort and a new Constituent Assembly

TOPIC 1: 1905 REVOLUTION (JANUARY TO OCTOBER 1905)

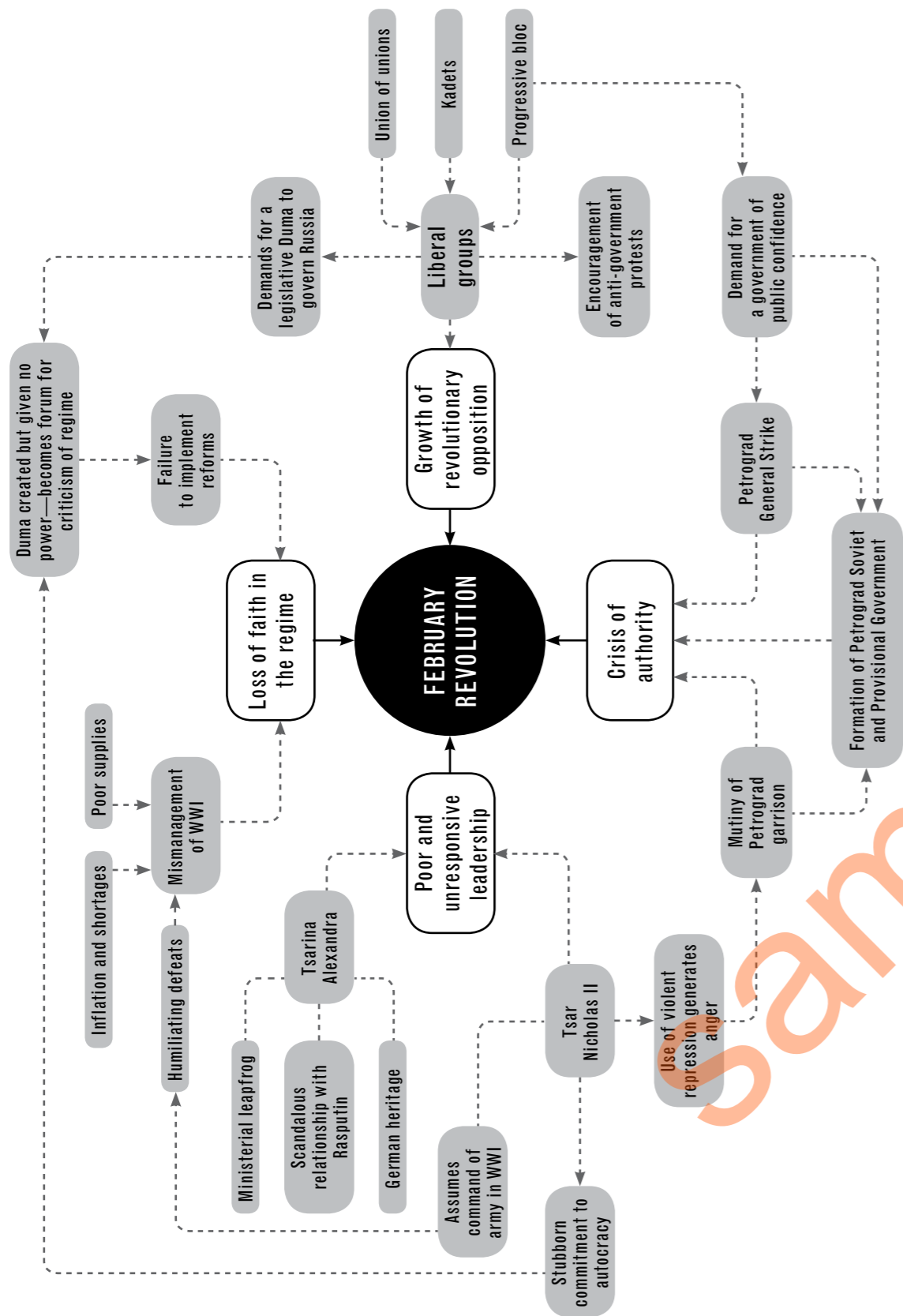
	CAUSE	EFFECT	SIGNIFICANCE
Bloody Sunday 9 January 1905	<ul style="list-style-type: none"> Poor working conditions (e.g. some worked 13 hour day, paid less than 1 rouble a day) Anger over firing of four workers at Putilov Steelworks 	<ul style="list-style-type: none"> Father Georgy Gapon writes a petition to tsar seeking 'truth, justice and protection' and demanding improved working conditions and a democratically-elected Duma 150000 protesters march to Winter Palace 200 protesters killed 	<ul style="list-style-type: none"> Destroys myth of benevolent tsar Tsar viewed as 'Bloody Nicholas' 400000 workers go on strike in January 1905 Triggers many other protests through 1905
Liberal opposition	<ul style="list-style-type: none"> Bloody Sunday creates dissatisfaction with autocracy and tsar's failure to listen to protesters Tsar calls for petitions for reform in effort to defuse growing revolutionary tensions 	<ul style="list-style-type: none"> Critics of the tsar unite as the Union of Unions in May 1905, adopting the slogan 'We can no longer live like this!' Union of Unions demands reforms, including civil rights, elections based on a universal franchise and a legislative Duma 	<ul style="list-style-type: none"> Tsar is dismissive of growing demands for democracy, arguing 'I will never agree to the representative form of government, because I consider it harmful to the people whom God has entrusted to me' More Russians drawn to the idea of democracy, increasing criticism of the autocracy
Peasant uprisings	<ul style="list-style-type: none"> Peasants believe land belongs to all who work it, and resent the gentry who own the best 1/5 of the land Breakdown of law and order after Bloody Sunday 	<ul style="list-style-type: none"> Peasant rebellions break out across Russia from June 1905 3000 manors destroyed, peasants redistribute land and wealth Gentry flee countryside 	<ul style="list-style-type: none"> Tsarist regime loses control of the countryside
Defeat in Russo-Japanese War	<ul style="list-style-type: none"> The war takes place in the far east, 7000km from central Russia, stretching supply lines Russian commanders use outdated tactics like cavalry charges, fail to use modern radio communication 	<ul style="list-style-type: none"> Russian army routed in Battle of Mukden (February 1905) Russian navy obliterated in Battle of Tsushima (May 1905) Russia surrenders to Japan and loses land in Treaty of Portsmouth (September 1905) 	<ul style="list-style-type: none"> Tsarist regime humiliated by Japan, which was perceived as 'inferior' Poor morale in the Russian armed forces

	CAUSE	EFFECT	SIGNIFICANCE
Mutinies in Russian military	<ul style="list-style-type: none"> Soldiers have poor conditions (e.g. forced to eat maggoty meat on Potemkin) Low morale due to defeat in Russo-Japanese War 	<ul style="list-style-type: none"> 400 mutinies in Russian army in 1905 and 1906 Sailors of the Battleship Potemkin mutiny (June 1905) murder their officers and take over ship 	<ul style="list-style-type: none"> Tsarist regime humiliated and powerless Potemkin mutiny triggers Odessa massacres, as 2000 pro-mutineer protestors are killed (July 1905)
October Manifesto 17 October 1905	<ul style="list-style-type: none"> Union of Unions calls for nation-wide general strike General strike paralyses St. Petersburg and Moscow (13 October 1905) St. Petersburg Soviet formed (October 1905) Tsar cannot raise enough reliable soldiers to put down the strike by force 	<ul style="list-style-type: none"> Count Sergei Witte convinces tsar to promise political concessions Tsar issues the October Manifesto, which promises democratic reforms, including civil rights, elections based on universal suffrage, and a legislative Duma 	<ul style="list-style-type: none"> Tsar promises to end the autocracy Russians initially believe that a revolutionary change has been achieved Disillusionment fuels growing revolutionary tensions when it becomes clear the tsar is unwilling to fulfil the promises of the manifesto

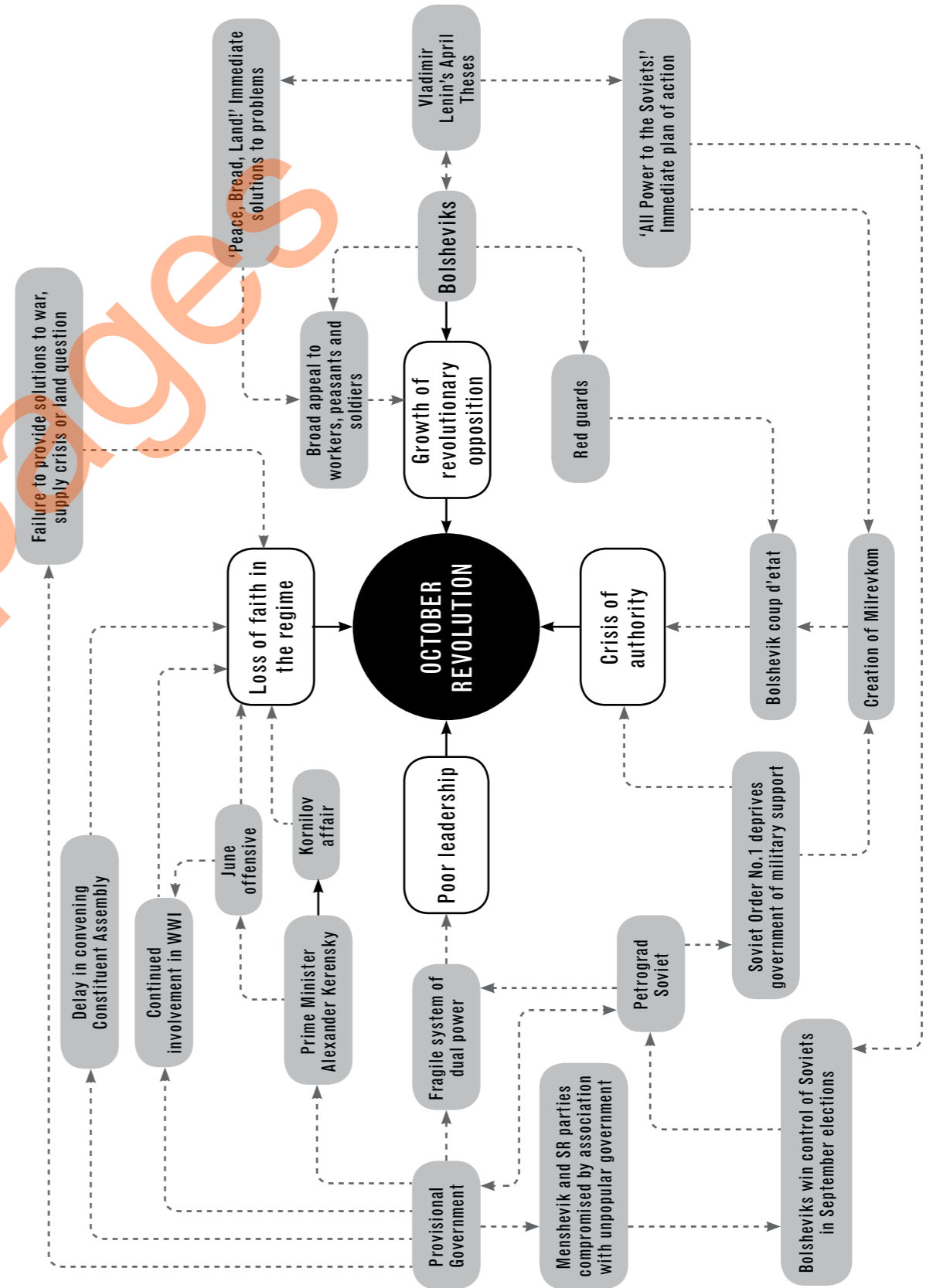
	VIEWPOINT	EVIDENCE
Leon Trotsky PS	1905 enhanced the class consciousness of Russian workers and peasants, giving them experience they would use in 1917.	' The events of 1905 were a prologue to the two revolutions of 1917, that of February and that of October.'
Stephen Smith HI	After 1905, Russians no longer saw the tsar as a benevolent ruler – this would enable more extreme revolutionary action in 1917.	'The 1905 revolution had destroyed the people's loyalty to their 'little father' the tsar.'
Orlando Figes HI	While it failed to bring about change, the 1905 revolution increased the organisation and assertiveness of Russians in seeking change.	'Although the regime succeeded in restoring order, it could not hope to put the clock back. 1905 changed society for good. '
Richard Pipes HI	The 1905 revolution showed that Russian society contained fatal divisions which tsardom couldn't contain.	'The country was boiling over from anger, envy, and resentment ...which until then had been contained by awe and fear' of the tsar. When Russians 'lost respect for the government, there was nothing to hold society together. '

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

MINDMAP: CAUSES OF THE FEBRUARY REVOLUTION



MINDMAP: CAUSES OF THE OCTOBER 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, analytical essay can be found by consulting page XX, 'How to write strong short 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.

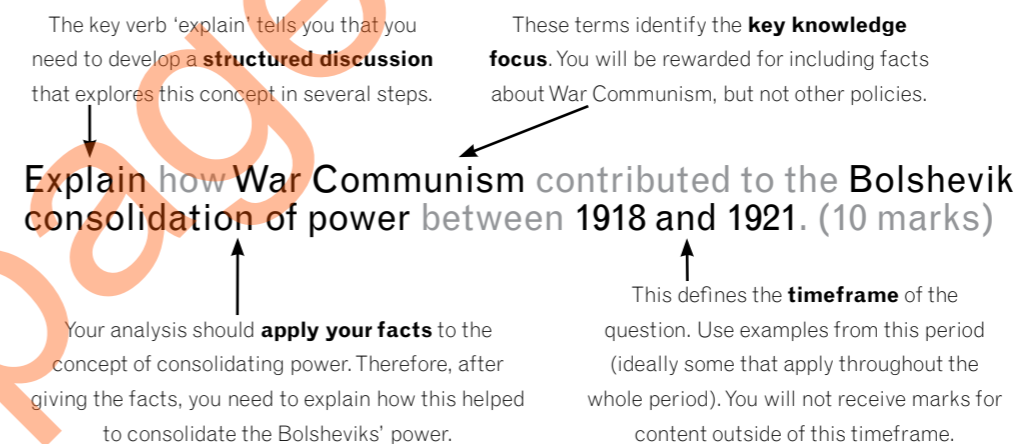
Firstly, you must identify the **instructional verb** in each question. Following is a list of instructional verbs you may encounter in your assessment tasks, and what they require you to do:

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.



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	10 marks each	15 minutes each
Source Analysis parts A and B	5 marks each	7.5 minutes each
Source Analysis part C	10 marks each	15 minutes each
Essay	20 marks	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 will 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.

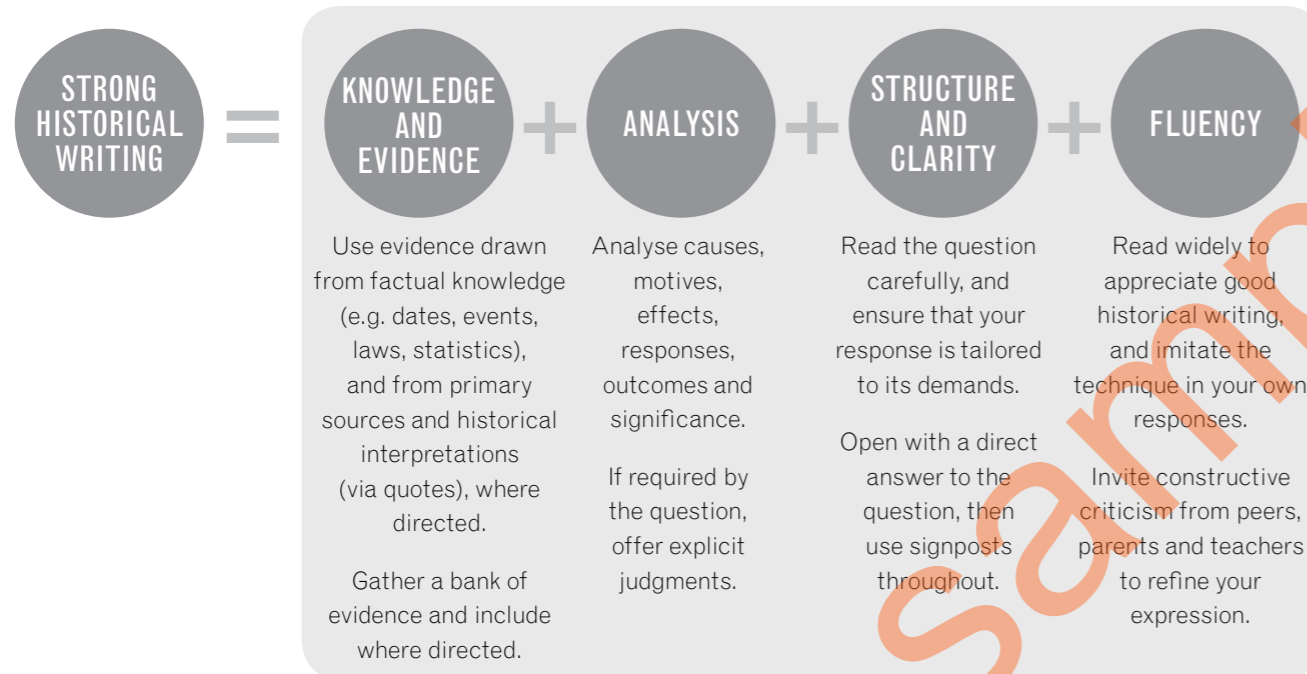
WHAT TO DO IF YOU RUN OUT OF TIME

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 War Communism contributed to the Bolshevik consolidation of power between 1918 and 1921.' (10 marks)

OPENING SENTENCE	EFFECTIVENESS OF SENTENCE
<i>War Communism helped the Bolsheviks consolidate their power and strengthen the revolution from 1918 to 1921.</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>War Communism gave the Bolsheviks control of all manufacturing and resource distribution, allowing it to meet the needs of the Soviet government and Red Army.</i>	This is a strong opening sentence. The student has analysed two main themes which they will analyse in their response.
<i>Under the system of War Communism, the Bolsheviks instituted grain requisitioning, state control of industry, and abolished money, which helped them smash capitalism and begin transforming Russia.</i>	This is a strong opening sentence. The student has listed the examples they will examine in their response, and why these are relevant.

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 are likely to focus on **comprehension of key features of one or more 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**.

Avoid including facts from your own knowledge unless the question prompts you to do so. Such extra information will be ignored by the assessor. Instead, focus on extracting all of the relevant points from the source(s) provided – select key quotes from the source(s) and explain what they mean in your own words.

EXEMPLAR RESPONSE

Using Source 1, outline the weaknesses of the Provisional Government. (5 marks)

The student clearly **signposts** their use of the source with the phrase 'According to Source 1'.

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 clearly explained in the student's own words.

According to Source 1, the authority of the Provisional Government was challenged by its main 'competitor,' the Petrograd Soviet. Firstly, on 1 March 1917, Soviet Order No. 1 declared that no government orders to the military 'was to be considered valid without the counter-signature of the Soviet,' which fundamentally undermined the government's capacity to enforce its will or prosecute the war effort. Secondly, whereas the Soviet was elected by workers and soldiers, the Provisional Government was perceived as 'bourgeois' and disconnected from the needs of the masses. Thirdly, 'popular hostility' towards the government mounted as 'war weariness increased' and 'the economic situation... deteriorated,' as it was seen as incapable of resolving these problems. Finally, the government was challenged by radicals who demanded its overthrow and 'All Power to the Soviets!' (129 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... ... exemplifies the belief that... ... reflects the fact that... ...however, in realitybut this is misleading , because...	Your factual knowledge
Your factual knowledge	... reflected in the source by... ... described in the source as... ... depicted in the image as... ... highlighted by the source through...	The source

For example: The Duma became increasingly dissatisfied with the tsarist regime's inept management of the war effort, which is **reflected in Source 1** by Milyukov's question 'Is this stupidity or is this treason?'

EXEMPLAR RESPONSE

Using the sources provided and your own knowledge, explain the extent of support for the Petrograd Soviet. (5 marks)

As noted in Source 2, the Petrograd Soviet enjoyed a strong base of popular support from 'the Petrograd workers and soldiers.' Each Soviet deputy was democratically elected by one of the capital's factories or army units, and its resolutions sought to defend the interests of the poor by demanding an end to World War I, the introduction of an 8-hour work day, and redistribution of farmland from the gentry to the peasantry. Bolshevik leader Vladimir Lenin further enhanced the appeal of the Soviet when, in his April Theses (7 April 1917), he provided a vision of a Soviet government which could immediately provide 'Peace, Bread, and Land' to all. The popularity of Lenin's proposal is attested in Source 1, where it is mentioned that as 'war weariness increased and economic conditions... deteriorated,' more and more protesters adopted the slogan of 'All Power to the Soviets!' (145 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 2').

Specific evidence from own knowledge is provided – such as descriptions of Petrograd Soviet resolutions and features of Lenin's April Theses.

Both sources are used, as required by the question – the response ends with a link to Source 1.

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 Russian 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 (RUSSIA)

Written examination

Date: _____

Reading time: _____ to _____ (15 minutes)

Writing time: _____ to _____ (2 hours)

QUESTION BOOK

Structure of Exam

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

- 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 71.

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 source, and should illustrate this with a range of short, direct quotes from Source 1. Do not include specific facts from your own knowledge on this question, or refer to Source 2.

SAMPLE RESPONSE: In Source 1, Lenin denounces the Provisional Government for its failure to provide solutions to the problems facing Russia. Firstly, Lenin says that the government is failing to address popular grievances and taking too long to convene the Constituent Assembly; in the source, he mocks the government for 'ask[ing] you to 'be patient' instead of providing immediate solutions. Secondly, Lenin denounces the government for its support of what he calls the 'imperialist' war, saying the soldiers 'are not willing to fight for the interests of the capitalists.' Thirdly, he says that the soldiers are 'tired,' 'barefooted' and 'starving,' and the government has failed to provide them with peace. Finally, Lenin denounces the government for refusing to redistribute the gentry's land to the peasants, saying that the 'land has...been withheld' from them. (131 words)

SECTION A – QUESTION 1B (5 MARKS)

GUIDANCE: A top-scoring response to this question must provide an explanation of reasons for the deteriorating relationship between the Provisional Government and Petrograd Soviet. This explanation must be supported by specific factual evidence drawn from your own knowledge, and short, direct quotes from Source 2.

SAMPLE RESPONSE: The relationship between the Soviet and Government worsened due to their different motives regarding World War I. The Soviet offered only limited support, as they hoped to negotiate 'peace without annexations or indemnities' and withdraw from the war. However, in April, a letter by Foreign Minister Pavel Milyukov was published, revealing that the government would not negotiate peace. Furthermore, as stated in Source 2, 'war weariness increased' after the failure of the June Offensive, further increasing tensions between the government and soviet. In addition, after his return to Russia, Bolshevik leader Vladimir Lenin published the April Theses (7 April 1917) denouncing the government as 'bourgeois' (as Fitzpatrick notes in Source 2) and calling for 'All Power to the Soviets!' After the Bolsheviks won a majority in the Moscow and Petrograd Soviet elections (September 1917), they began passing resolutions calling for the government's overthrow, thus placing the government and soviets in a state of open conflict. (155 words)

SECTION A – QUESTION 1C (10 MARKS)

GUIDANCE: A top-scoring response to this question must analyse a range of ways in which Lenin's ideas and leadership can be seen as contributing to the October Revolution. It will be supported by direct quotes which illustrate the views of contemporary figures or leading historians on this issue, and it will be supported by short, direct quotes from both written sources provided. There is no required structure, but it is important to organise your ideas clearly and logically.

SAMPLE RESPONSE: Vladimir Lenin's ideas and leadership generated widespread popularity for the Bolshevik party, and were instrumental in the party seizing power in October 1917.

The appeal of Lenin's ideas and leadership are clearly shown in Source 1, where he promises that 'if power is in hands of the soviets,' then a Soviet Government will 'immediately... offer a just peace to all' and immediately declare the gentry's land to be 'inalienable property of the whole people.' Lenin's slogan of 'Peace, Bread, Land' generated widespread support from workers, soldiers and peasants, causing the Bolshevik party to grow to 350 000 members by October. Therefore, as historian Ronald Suny argues, Lenin's rhetoric and plans secured a broad appeal and put the Bolsheviks 'at the head of a genuinely popular movement,' putting them in a clear position of strength by October, and enabling their seizure of power.

Lenin also skilfully exploited the unpopularity of the Provisional Government. In his April Theses, Lenin resolved that there was to be 'no support for the Provisional Government,' and 'the falsity of its promises must be made clear.' This is why, as Fitzpatrick notes in Source 2, the Bolsheviks remained 'uncompromised by association' with the government, whereas the Mensheviks and SRs lost supporters due to their support for the increasingly unpopular war effort. This reflects the argument of historian Orlando Figes, that it was the war effort which 'swung the soldiers to the Bolsheviks' as Lenin's party was the only one 'which stood uncompromisingly for an immediate end to the war.'

In addition to securing popular support for the party, Lenin showed strong leadership when he instigated the Bolsheviks' seizure of power. In September 1917, he told the Central Committee that 'the Bolsheviks can and must seize state power,' saying, 'history will not forgive us if we do not seize power now.' Lenin overcame the doubts of other party leaders and convinced them to conduct a coup d'état, rather than relying on democratic methods. The importance of Lenin in persuading the party to act is confirmed by Leon Trotsky, who argued that, 'If neither Lenin nor I had been present in Petrograd, there would have been no October Revolution,' as the party leadership lacked Lenin's confidence in final victory over the government. Historian Richard Pipes agrees, arguing that Lenin carried out a highly successful 'coup d'état' and that the success of the Bolsheviks owed to his 'superior organisation and greater ruthlessness.' This confirms that Lenin's ideas and leadership were instrumental to the October Revolution. (414 words)