Captivate
EDUCATION

History: Revolutions

Question and Answer Book

Practice examination 1 – 2027

Student name _____

Teacher _____

- Reading time is 15 minutes
- Writing time is 2 hours

Materials supplied

- Question and Answer Book
- Sources Book

Instructions

- Use the additional space at the end of this book if you need extra space to complete an answer.

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

Contents

Section A (2 of 4 questions, 50 marks)

Section B (1 of 4 questions, 20 marks)

Assessment criteria for Section B

Practice material in the layout of the 2025 VCAA paper – generated 2027. Not a VCAA examination.

SAMPLE

Section A

Instructions

- Answer two of the following questions in the spaces provided.
- Write your responses in English.

SAMPLE

Question 1 (25 marks)

The American Revolution

Refer to Sources 1–4 in the Sources Book when responding to this question.

a. Using Source 1, outline the ideas about the rights of the colonists expressed by the Stamp Act Congress in 1765. 4 marks

SAMPLE

b. Evaluate the extent to which the consequences of the French and Indian War contributed to the outbreak of revolution by 1776. Use Source 2 and other evidence to support your response. 10 marks

SAMPLE

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History: Revolutions

Marking scheme – teacher copy

Practice examination 1 – 2027

Not for distribution to students.

Section	Questions	Marks available	Marks awarded
Section A	2 of 4	50	
Section B	1 of 4	20	
Total		**70**	

Section A

SAMPLE

Question 1a. (4 marks)

Using Source 1, outline the ideas about the rights of the colonists expressed by the Stamp Act Congress in 1765.

To be awarded full marks, students were required to:

This question required students to outline, from Source 1 only, the ideas about the rights of the colonists expressed by the Stamp Act Congress in October 1765.

Limitations that prevented responses from achieving the highest marks included: listing quotes without an overview; ignoring Resolution I's declaration of loyalty, which frames the whole document; describing the colonists as demanding independence, which the source does not say; adding own knowledge that was not required.

Mark allocation: 1 mark for each distinct idea drawn from the source, up to 3 – the colonists owe allegiance to the Crown and "due subordination" to Parliament, as subjects equal to those "born within the realm"; no taxes may be imposed on a free people "but with their own consent, given personally, or by their representatives"; the colonists are not and "cannot be" represented in the House of Commons, so only their own elected assemblies may tax them; they have the right "to petition the King, or either House of Parliament" – plus 1 mark for a cohesive overview in full sentences with short, smoothly integrated quotes. A list of quotes is capped at 3.

Responses could have included:

- show the range of the declaration – loyalty as well as protest – rather than reducing it to "no taxation without representation"
- connect the ideas logically: because consent is "inseparably essential to the freedom of a people" and the colonists cannot sit in the Commons, only "their respective legislatures" may tax them
- stay inside the source, with no narrative of the Stamp Act riots or the Sons of Liberty.

Sample full-mark response

> **Sample plan.** The Congress presents the colonists as loyal subjects who owe "the same allegiance to the Crown" as Britons at home and "all due subordination" to Parliament (S1). It nevertheless insists that consent to taxation is "the undoubted right of Englishmen", and that because the colonists "cannot be" represented in the Commons, their only lawful representatives are "persons chosen therein by themselves" – so taxes can be "constitutionally imposed" only by their own legislatures. It closes by asserting a peaceful remedy: the right "to petition the King, or either House of Parliament".

SAMPLE

Question 1b. (10 marks)

Evaluate the extent to which the consequences of the French and Indian War contributed to the outbreak of revolution by 1776. Use Source 2 and other evidence to support your response.

To be awarded full marks, students were required to:

This question required students to evaluate the extent to which the consequences of the French and Indian War (1754–1763) contributed to the outbreak of revolution by 1776, using Source 2 as a springboard and a range of other evidence.

The evaluate part is **marked holistically** against the descriptors below; there is no point tally.

Limitations that prevented responses from achieving high marks included: narrating the war (Fort Necessity, the fall of Quebec) without linking it to the outbreak; confusing the Peace of Paris of 1763 with the Treaty of Paris of 1783; treating the Coercive Acts as revenue acts; relying on Source 2 for all evidence; no weighing of other causes.

Mark allocation: High (8–10): a clear judgement of the extent of the war's contribution, sustained to the end; Source 2 used as a springboard ("the victory carried the seeds of separation"; the debt; the "standing army of some ten thousand"; the Proclamation) and tested; a range of specific own evidence – the debt of roughly £130 million, Grenville's programme (the Sugar Act and Currency Act of 1764, the Stamp Act and Quartering Act of 1765), Pontiac's War and the Proclamation of 7 October 1763, colonial experience of fighting beside British regulars, the removal of the French threat from Canada; causal links carried forward from 1763 through the Stamp Act crisis to the Coercive Acts, Lexington and Concord (19 April 1775) and the Declaration of Independence (4 July 1776); the war's consequences weighed against other causes (Enlightenment ideas, the Townshend duties and Tea Act, the Coercive Acts, popular movements, Paine's *Common Sense*) before a final evaluation.
Mid (4–7): an argument that the war mattered, with some evidence beyond the source but limited range, or causal links that stop in 1765; other causes listed but not weighed; the judgement implied rather than stated.
Low (1–3): a narrative of the war itself or of 1763–1776; evidence confined to Source 2; no judgement.

Responses could have included:

- focus on the war's *consequences* – debt, garrison, western lands, a changed balance of dependence – rather than on its battles
- treat the source as an interpretation to be tested: it argues revolution became "very difficult to avoid", which a strong response accepted, qualified or rejected with evidence
- explain why consequences of 1763 still mattered in 1774–1776, for example by showing how each revenue act drew its rationale from the cost of colonial defence.

Sample full-mark response

> **Sample plan.** Contention: the war's consequences were the essential precondition of revolution but not its sufficient cause – they explain why Britain changed its policy after 1763, not why the colonists answered as they did. (1) Debt and the new imperial policy: the national debt nearly doubled (S2); Grenville's Sugar Act (April 1764) and Stamp Act (March 1765) explicitly raised revenue towards the cost of the American garrison. (2) Land and the army: the Proclamation of 1763 closed the West

SAMPLE