BOSTES BOARD OF STUDIES TEACHING & EDUCATIONAL STANDARDS NSW

2014 HIGHER SCHOOL CERTIFICATE EXAMINATION

Centre Number

Student Number

IMPORTANT:
This resource was developed to support a previous version of the syllabus.
It may contain content that differs from the current syllabus.

Modern History

General Instructions

- Reading time – 5 minutes
- Working time – 3 hours
- Write using black or blue pen
  Black pen is preferred
- A source booklet is provided at the back of this paper
- Write your Centre Number and Student Number at the top of this page and page 5

Total marks – 100

Section I Pages 2–6

25 marks

This section has two parts, Part A and Part B

- Allow about 45 minutes for this section

Part A – 15 marks

- Attempt Questions 1–7

Part B – 10 marks

- Attempt Question 8

Section II Pages 7–9

25 marks

- Attempt ONE question from Questions 9–17
- Allow about 45 minutes for this section

Section III Page 10

25 marks

- Attempt BOTH parts of Question 18
- Allow about 45 minutes for this section

Section IV Pages 11–13

25 marks

- Attempt ONE question from Questions 19–25
- Allow about 45 minutes for this section

Section I — World War I 1914–1919

25 marks
Allow about 45 minutes for this section

Part A – 15 marks
Attempt Questions 1–7
Allow about 25 minutes for this part

For multiple-choice questions, fill in the response oval next to the alternative that best answers the question.

For other questions, answer in the spaces provided. These spaces provide guidance for the expected length of response.

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1 What is the most significant piece of historical evidence in Source *A* about the impact of tanks on the Western Front? **1**

- ⬭ (A) All the men turned and ran.
- ⬭ (B) Tanks were used to crush men.
- ⬭ (C) Men did not have equipment to fight against tanks.
- ⬭ (D) The tank was effective in creating terror in the enemy.

2 What is the key evidence in Source *B* that indicates to a historian that the Germans were well prepared for stalemate on the Western Front? **1**

- ⬭ (A) The trenches were well built.
- ⬭ (B) The trenches were constructed beside a forest.
- ⬭ (C) The German trench was full of soldiers.
- ⬭ (D) The Germans brought their winter coats with them.

3 Which of the following statements is best supported by the information in Source *C* about conditions in the German trench system? **1**

- ⬭ (A) Goats were eaten in the trenches.
- ⬭ (B) No water or air could get into the shelter.
- ⬭ (C) Metal objects were rusty but wood was in good condition.
- ⬭ (D) The trenches included facilities for soldiers to rest between battles.

4 Using Source *D*, name ONE feature of trench warfare and describe how it made it difficult to break the stalemate. **2**

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5 Which evidence in Source *E* most clearly supports Source *D*'s depiction of trench warfare? **1**

- ⬭ (A) Soldiers feared shrapnel.
- ⬭ (B) Aircraft were used effectively by both sides.
- ⬭ (C) Machine-guns made trench warfare defensive.
- ⬭ (D) Shelling hindered the ability to break the stalemate.

6 According to Source *E*, which German tactic had the most significant impact on Allied soldiers? **1**

- ⬭ (A) Barrage
- ⬭ (B) Shelling
- ⬭ (C) Shrapnel
- ⬭ (D) Failure of the tanks

7 Use Sources *A* and *D* and your own knowledge to answer the following question. **8**

Outline strategies and tactics that were used to break the stalemate on the Western Front.

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Question 7 continues on page 4

Question 7 (continued)

End of Question 7

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Section I (continued)

Part B – 10 marks
Attempt Question 8
Allow about 20 minutes for this part

Answer the question in the space provided. This space provides guidance for the expected length of response.

Question 8 (10 marks)

How useful would Sources *C* and *E* be for a historian studying the nature of trench warfare?

In your answer, consider the perspectives provided by the two sources and the reliability of each one.

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Question 8 continues on page 6

Question 8 (continued)

End of Question 8

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Modern History

Section II — National Studies

25 marks
Attempt ONE question from Questions 9–17
Allow about 45 minutes for this section

Answer the question on pages 2–8 of the Sections II, III and IV Writing Booklet. Extra writing booklets are available.

In your answer you will be assessed on how well you:

- demonstrate historical knowledge and understanding relevant to the question
- communicate ideas and information using historical terms and concepts appropriately
- present a sustained, logical and cohesive response

Question 9 — Option A: Australia 1945–1983 (25 marks)

(a) *The Fraser government completely overturned the social and economic changes implemented under the Whitlam government.* **25**

To what extent is this statement accurate?

OR

(b) To what extent did the Cold War affect Australia's foreign policy and changing relations with the wider world? **25**

Question 10 — Option B: China 1927–1949 (25 marks)

(a) To what extent did the limitations of the Guomindang (GMD/Kuomintang) Nationalist Government affect its achievements in the period 1927–1937? **25**

OR

(b) To what extent did the Long March affect Chinese politics and society? **25**

In your answer you will be assessed on how well you:

- demonstrate historical knowledge and understanding relevant to the question
- communicate ideas and information using historical terms and concepts appropriately
- present a sustained, logical and cohesive response

Question 11 — Option C: Germany 1918–1939 (25 marks)

(a) *Germany between 1918 and 1939 was the triumph of nationalism over democracy.* **25**

To what extent is this statement accurate?

OR

(b) Explain why the Nazis were able to consolidate power in the period 1933–1934. **25**

Question 12 — Option D: India 1919–1947 (25 marks)

(a) How significant was Gandhi to the development of Indian nationalism in the 1920s? **25**

OR

(b) *Indian Independence could not have been achieved without Partition.* **25**

To what extent is this statement accurate?

Question 13 — Option E: Indonesia 1959–1998 (25 marks)

(a) How successful was Indonesia's foreign policy in achieving its aims in the period 1959–1963? **25**

OR

(b) How significant were religious and regional issues in the collapse of the New Order? **25**

Question 14 — Option F: Japan 1904–1937 (25 marks)

(a) How effectively did Japan respond to its internal political challenges in the 1920s? **25**

OR

(b) *The rise of militarism was vital to the development of Japan in the 1930s.* **25**

To what extent is this statement accurate?

Question 15 — Option G: Russia and the Soviet Union 1917–1941 (25 marks)

(a) *Communist theory could not have been brought into practice without War Communism and the New Economic Policy (NEP).* **25**

To what extent is this statement accurate?

OR

(b) Assess the impact of collectivisation and industrialisation on Soviet society and the economy to 1941. **25**

Question 16 — Option H: South Africa 1960–1994 (25 marks)

(a) Assess the role and impact of state terror and repression on resistance to apartheid. **25**

OR

(b) *Political factors were more responsible than economic and social factors for ending apartheid within South Africa.* **25**

To what extent is this statement accurate?

Question 17 — Option I: USA 1919–1941 (25 marks)

(a) *Different groups within US society were affected equally by the Great Depression.* **25**

To what extent is this statement accurate?

OR

(b) To what extent was US foreign policy from 1919 to 1941 influenced by domestic pressures? **25**

Section III — Personalities in the Twentieth Century

25 marks
Attempt BOTH parts of Question 18
Allow about 45 minutes for this section

Answer the question on pages 10–16 of the Sections II, III and IV Writing Booklet. Extra writing booklets are available.

In your answer you will be assessed on how well you:

- demonstrate historical knowledge and understanding relevant to the question
- communicate ideas and information using historical terms and concepts appropriately
- present a sustained, logical and cohesive response

Answer BOTH parts of this question in relation to ONE of the twentieth-century personalities listed below.

Write the name of the personality you have studied on page 10 of the Sections II, III and IV Writing Booklet.

Question 18 (25 marks)

(a) Outline the background and rise to prominence of the personality you have studied. **10**

(b) *The significance of an individual is created more by themselves than by the events of their life.* **15**

How accurate is this statement in relation to the personality you have studied and their period of national or international history?

The personalities prescribed for study are listed below.

1 Yasser Arafat	10 Mohammed Ali Jinnah	19 Leni Riefenstahl
2 Joseph Benedict Chifley	11 Alexandra Kollontai	20 Eleanor Roosevelt
3 Herbert Evatt	12 Douglas MacArthur	21 Albert Speer
4 Mikhail Gorbachev	13 Nelson Mandela	22 Achmad Sukarno
5 Emperor Hirohito	14 Golda Meir	23 Sun Yixian (Sun Yat-sen)
6 Ho Chi Minh	15 Robert Gordon Menzies	24 Leon Trotsky
7 Kita Ikki	16 Bernard Law Montgomery	25 Woodrow Wilson
8 William Randolph Hearst	17 Jawaharlal Nehru	26 Isoruku Yamamoto
9 J Edgar Hoover	18 Ian Paisley	27 Zhu De (Chu Teh)

Section IV — International Studies in Peace and Conflict

25 marks
Attempt ONE question from Questions 19–25
Allow about 45 minutes for this section

Answer the question on pages 18–24 of the Sections II, III and IV Writing Booklet. Extra writing booklets are available.

In your answer you will be assessed on how well you:

- demonstrate historical knowledge and understanding relevant to the question
- communicate ideas and information using historical terms and concepts appropriately
- present a sustained, logical and cohesive response

Question 19 — Option A: Anglo-Irish Relations 1968 –1998 (25 marks)

(a) *The most significant factor causing the ongoing conflict in Anglo-Irish relations from 1968 to 1998 was differing perspectives of nationalism.* **25**

To what extent is this statement accurate?

OR

(b) To what extent were paramilitary groups responsible for delaying movements towards peace in Anglo-Irish relations? **25**

Question 20 — Option B: Conflict in Europe 1935–1945 (25 marks)

(a) How significant was the war in the air in shaping the course of the European war? **25**

OR

(b) Assess the role of the 1944 Russian counter-offensives in bringing about the end of the conflict in Europe. **25**

In your answer you will be assessed on how well you:

- demonstrate historical knowledge and understanding relevant to the question
- communicate ideas and information using historical terms and concepts appropriately
- present a sustained, logical and cohesive response

Question 21 — Option C: Conflict in Indochina 1954–1979 (25 marks)

(a) Assess the nature and consequences of US involvement in Indochina from 1960 to 1979. **25**

OR

(b) To what extent did the Second Indochina War affect civilians in Indochina? **25**

Question 22 — Option D: Conflict in the Pacific 1937–1951 (25 marks)

(a) *The effect of the war on the home fronts was the same for Japan and Australia.* **25**

To what extent is this statement accurate?

OR

(b) To what extent did the use of the A-bomb bring about the end of the conflict? **25**

Question 23 — Option E: Arab–Israeli Conflict 1948–1996 (25 marks)

(a) How significant were the Occupied Territories in the continuation of the Arab–Israeli conflict? **25**

OR

(b) Assess the roles of Israel and Palestine in attempts to make peace in the Arab–Israeli conflict. **25**

Question 24 — Option F: The Cold War 1945–1991 (25 marks)

(a) To what extent did the policy of containment affect the development of the Cold War to 1968? **25**

OR

(b) To what extent did disarmament agreements in the period 1987–1991 bring about the end of the Cold War? **25**

Question 25 — Option G: The United Nations as Peacekeeper 1946–2001 (25 marks)

(a) Assess the effectiveness of the United Nations in relation to the creation of Israel and Communist China, and the outbreak of the Korean War. **25**

OR

(b) How effective have the UN and its agencies been in dealing with poverty, racism, refugees and AIDS? **25**

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2014 **HIGHER SCHOOL CERTIFICATE EXAMINATION**

Modern History

Source Booklet

Instructions

Detach this source booklet

Sources *A* and *B* Page 2

Source *C* Page 3

Sources *D* and *E* Page 4

Source *A*

Extract from the diary of a German infantryman describing his first encounter with a tank, 1916

Awaiting copyright

Source *B*

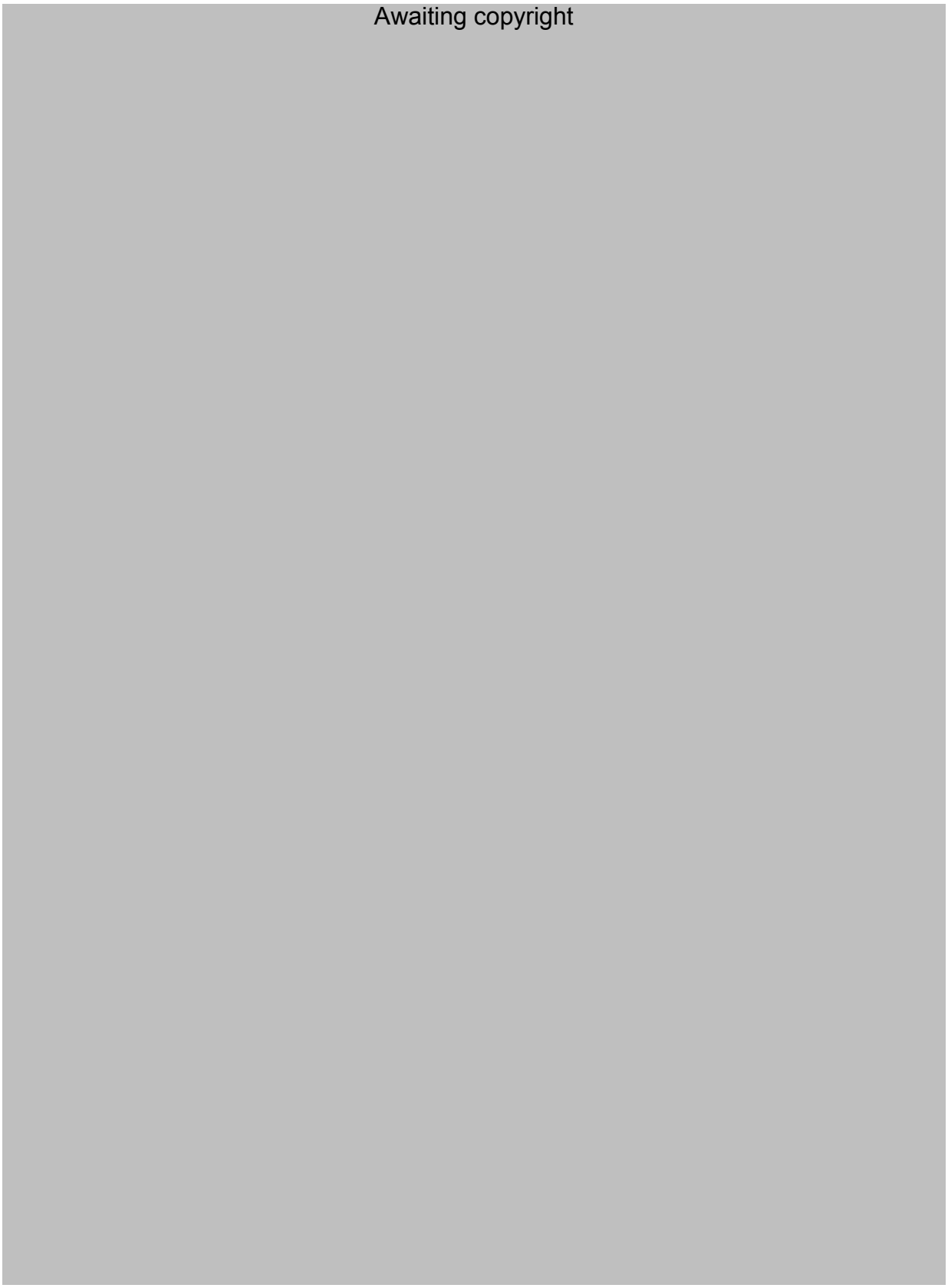
German soldiers on the Western Front



Acknowledgement: © Bettmann/CORBIS
Stock Photo ID: BE037189 -2/20/1917- A view of the German Trench Avenue on the Western Front showing the elaborate construction erected by the Germans

Source *C*

Article, *Mail Online*, 10 February 2012 by Graham Smith, www.dailymail.co.uk

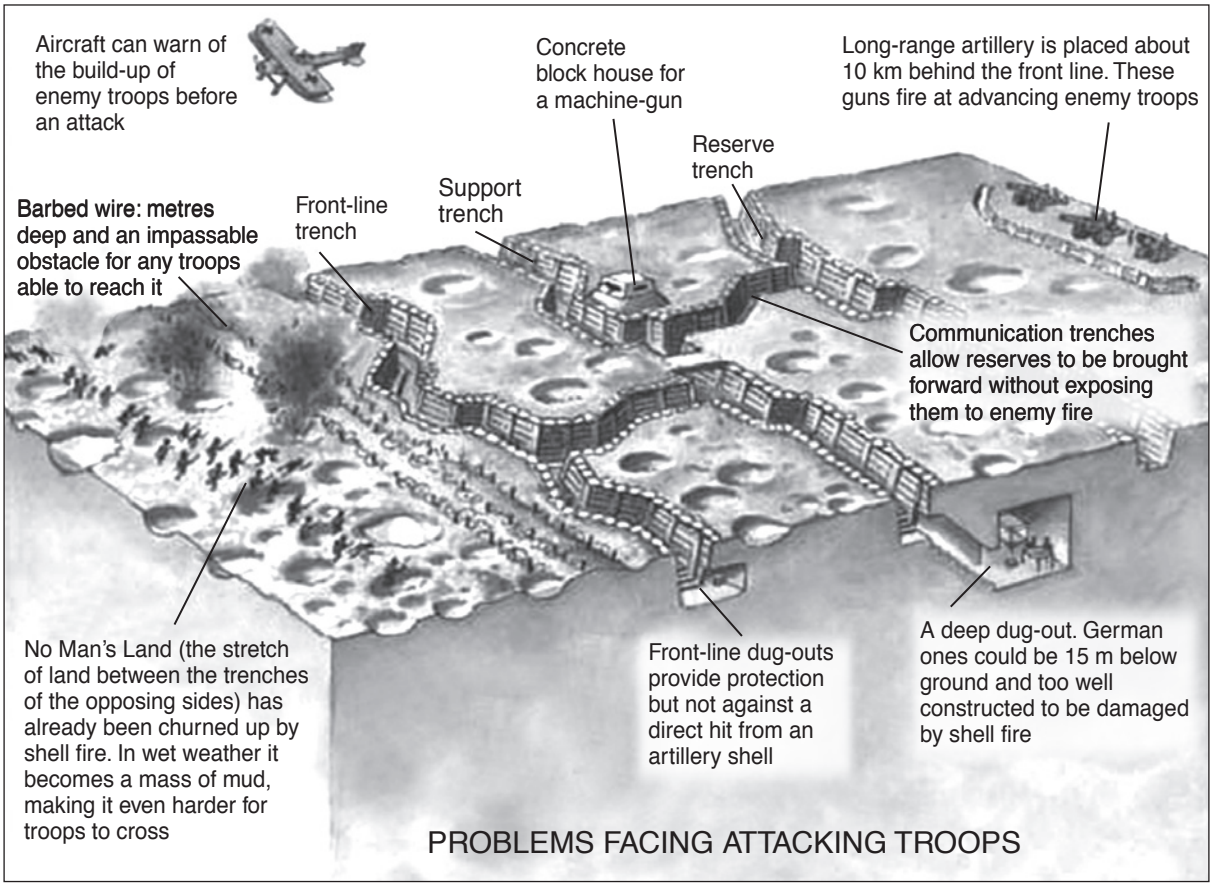


* poignant – deeply moving

** approximately 3 ft (feet) to 1 metre

Source *D*

Diagram illustrating trench warfare



Acknowledgement: Reproduced with kind permission of Hector Salgado. http://www.mrsalgado.org/sheltered_topics_world_war_I.htm

Source *E*

Excerpt from Allied soldier Robert Lindsay Mackay's war diary

15th of September 1916

There had been a big show this morning … Our people suffered heavily from our new gunfire methods – the barrage – to which our men were not accustomed …

Well! Here we were shelled for three days by the old Hun, fortunately most of his stuff went 50 yards* over, though we did have a few people laid out now and then. Found a dug-out, but rarely went to it. Weather beautiful. It was somewhat interesting to a newcomer to watch the shells knocking Martinpuich into a heap of bricks, only about 150–200 yards* away. Though not so amusing when the bricks began to fall around one. Hun used a lot of shrapnel against us – dirty stuff! We often picked up bits which fell all around us, but had to let them go at once – they were so hot. At night one of our tanks just on our right flank took fire. It blazed away for a long time while the Hun amused himself flinging shells at it.

We had a very lively three days of it … We used for line Headquarters an old dug-out in the near end of Martinpuich with eight entrances – five of which were blown in by shellfire, one actually while I was inside.

* approximately 1 yard to 1 metre

Acknowledgement: With kind permission of Bob Mackay. http://lu.softxs.ch/mackay/RLM_Diary.html

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