BOSTES BOARD OF STUDIES TEACHING & EDUCATIONAL STANDARDS NSW

2015 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 pen
- 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 King's main message in Source *A*? **1**

- ⬭ (A) God is on their side.
- ⬭ (B) France is to be attacked.
- ⬭ (C) His territory has to be protected.
- ⬭ (D) Soldiers will do their duty in the pursuit of victory.

2 Who is the intended audience of Source *A*? **1**

- ⬭ (A) Soldiers going to France
- ⬭ (B) Armies from across his Empire
- ⬭ (C) Soldiers defending Britain
- ⬭ (D) Conscripts about to enter the war

3 According to Source *B*, Queen Mary wanted women to **1**

- ⬭ (A) knit socks.
- ⬭ (B) make garments.
- ⬭ (C) work on hospital ships.
- ⬭ (D) hold meetings at London hotels to discuss the war.

4 How does the text in Source *B* add to the message of the photo? **2**

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5 What does Source *C* show about the Germans' initial expectations of the war? **1**

○ (A) They would drive in to Paris.

○ (B) It was going to be a long hard war.

○ (C) War was going to be won rapidly and easily.

○ (D) They were moving too slowly through Belgium.

6 Source *D* shows a significant increase in German war-related expenditure from the 1916–1917 to the 1917–1918 fiscal years. **1**

Which of the following would be the most likely reason for this?

○ (A) Germany built more tanks.

○ (B) The German Government raised taxes.

○ (C) Preparations for the Ludendorff Offensive were made.

○ (D) Lawlessness broke out and war funds were used to restore order.

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

Outline how attitudes to the war changed in Germany from 1914 to 1918.

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Question 7 continues on page 4

Question 7 (continued)

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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 *A* and *C* be for a historian studying attitudes towards a quick victory on the Western Front?

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.

Your answer 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) To what extent was the reaction to the Vietnam War and the development of popular protest movements the main challenge to conservatism during the Menzies era? **25**

OR

(b) *The Labor Party's vision for post-war Australia was the main reason for the defeat of the Labor Government in 1949.* **25**

To what extent is this statement accurate?

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

(a) How significant was the Yan'an (Yenan) period for politics and society in China up to 1949? **25**

OR

(b) To what extent was the use of communist ideology the key factor in the rise of Mao Zedong (Mao Tse-tung)? **25**

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

(a) How effective was the Nazi party up to 1939 in dealing with the political, economic and social issues arising from the Weimar Republic? **25**

OR

(b) To what extent was Nazi racial policy the key factor in the consolidation of Nazi power in Germany up to 1939? **25**

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

(a) *The development of nationalism in India in the 1920s was primarily due to social issues.* **25**

To what extent is this statement accurate?

OR

(b) How significant was the impact of the 'Quit India' movement on Independence and Partition? **25**

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

(a) How significant was the role of the army in the maintenance and collapse of the New Order? **25**

OR

(b) How significant was the role of Suharto in the 1965 coup? **25**

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

(a) To what extent did tensions between tradition and modernisation result in changes in Japan from 1904 to 1937? **25**

OR

(b) To what extent did Japanese foreign policy achieve its aims in the period 1904–1937? **25**

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

(a) *Communist (Bolshevik) ideology at the time of the revolution was sustained throughout the Bolshevik consolidation of power.* **25**

To what extent is this statement accurate?

OR

(b) To what extent was Soviet foreign policy influenced by Communist (Bolshevik) ideology throughout the period 1917–1941? **25**

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

(a) *Internal factors alone could not bring about the end of apartheid.* **25**

To what extent is this statement accurate?

OR

(b) *The most significant resistance to apartheid came from Steven Biko and the Black Consciousness Movement.* **25**

To what extent is this statement accurate?

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

(a) How successful were successive US government interventions in attempting to halt the Depression from 1929? **25**

OR

(b) To what extent did growing urbanisation and industrialisation affect US society from 1919 to 1941? **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.

Your answer will be assessed on how well you:

- demonstrate historical knowledge and understanding relevant to the question
- use relevant sources to support your response
- 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) Describe the significant events in the life of the personality you have studied. **10**

(b) *It is the way an individual faces challenges that shapes them and their achievements.* **15**

To what extent is this statement accurate in relation to the personality you have studied and their role in 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.

Your answer will be assessed on how well you:

- demonstrate historical knowledge and understanding relevant to the question
- use relevant sources to support your response
- 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) To what extent were British policies responsible for the growth of the conflict in Northern Ireland from 1968 to 1972? **25**

OR

(b) How successful were the changing tactics of conflicting groups in attempting to resolve the Anglo-Irish conflict in the period 1973–1997? **25**

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

(a) *Appeasement was a tactic used to delay war rather than a policy to achieve a lasting peace.* **25**

How accurate is this statement?

OR

(b) To what extent was the impact of the war on civilians in Great Britain equal to its impact on civilians in EITHER Germany OR the Soviet Union? **25**

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

(a) To what extent were political and social issues in Indochina responsible for direct US military involvement in Vietnam? **25**

OR

(b) Assess the impact of the Tet Offensive on the anti-war movements in the USA. **25**

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

(a) To what extent did imperialism and the various responses to it contribute to the growth of Pacific tensions in the period 1937–1941? **25**

OR

(b) Assess the view that the Battle of the Coral Sea was the main turning point in the Pacific War. **25**

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

(a) To what extent did political and social issues contribute to the ongoing conflict in Arab–Israeli relations by 1967? **25**

OR

(b) *International involvement ensured the continuation of the Arab–Israeli conflict up to 1996.* **25**

To what extent is this statement accurate?

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

(a) Assess the effects of the early crises up to 1953 on the subsequent development of the Cold War. **25**

OR

(b) To what extent did the policy of détente achieve its objectives? **25**

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

(a) How effective has the UN been as an international peacekeeper in any TWO of the following conflicts? **25**

- Angola
- Cambodia
- Congo
- Cyprus
- Arab–Israeli conflicts 1967 and 1973
- Kashmir
- Nicaragua
- West Papua/Irian Jaya

OR

(b) *The role of the UN since the end of the Cold War has not changed.* **25**

To what extent is this statement accurate?

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2015 **HIGHER SCHOOL CERTIFICATE EXAMINATION**

Modern History

Source Booklet

Instructions
Detach this source booklet

Source *A* Page 2

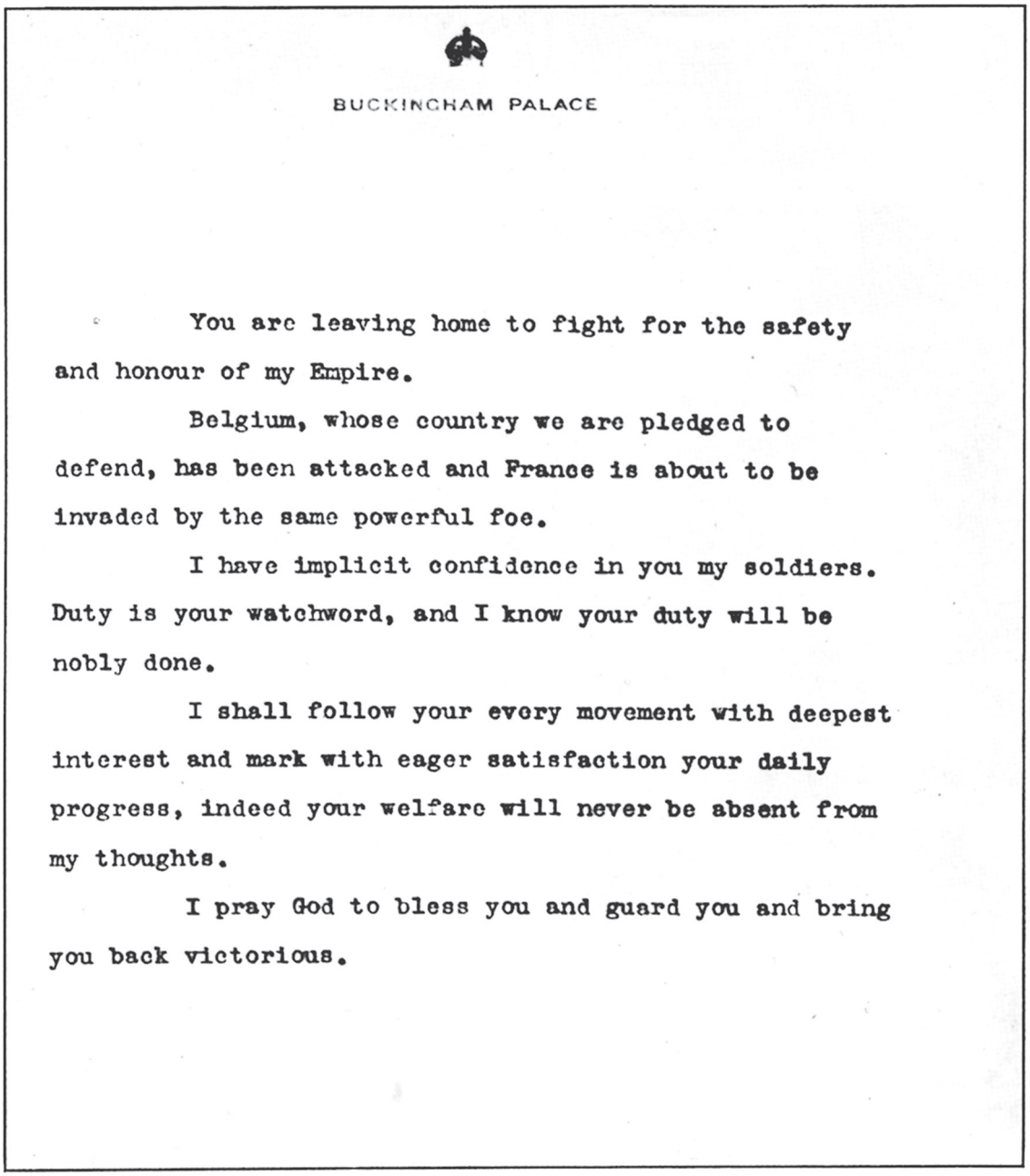
Source *B* Page 3

Source *C* Page 4

Source *D* Page 5

Source *A*

King George V's message to the British Expeditionary Force, 12 August 1914



BUCKINGHAM PALACE

You are leaving home to fight for the safety and honour of my Empire.

Belgium, whose country we are pledged to defend, has been attacked and France is about to be invaded by the same powerful foe.

I have implicit confidence in you my soldiers. Duty is your watchword, and I know your duty will be nobly done.

I shall follow your every movement with deepest interest and mark with eager satisfaction your daily progress, indeed your welfare will never be absent from my thoughts.

I pray God to bless you and guard you and bring you back victorious.

Source *B*

The *Illustrated War News*, 19 August 1914



WOMAN AND THE GREAT WAR: A LADIES' RED CROSS SEWING MEETING IN A GREAT LONDON HOTEL – A SCENE TYPICAL OF SCORES*

Our illustration shows a scene which is typical of many others which are taking place at the present time in every part of the United Kingdom. It depicts a party of ladies at Claridge's Hotel making woollen shirts for use in Lord Tredegar's yacht, which is to be the relief-ship to the hospital-ships on the French and Belgian coasts. It will be remembered that Queen Mary has interested herself very strongly in this work, and has issued an appeal for all sewing guilds to co-operate with her in a Queen Mary's Sewing Guild, for the supply of garments not only for the soldiers and sailors and the hospitals, but for all those poor people who suffer during the war. An office for the distribution of the garments has been opened in Friary Court, St James's Palace, so as to prevent overlapping.

* scores – *many*

© Look and Learn

Source *C*

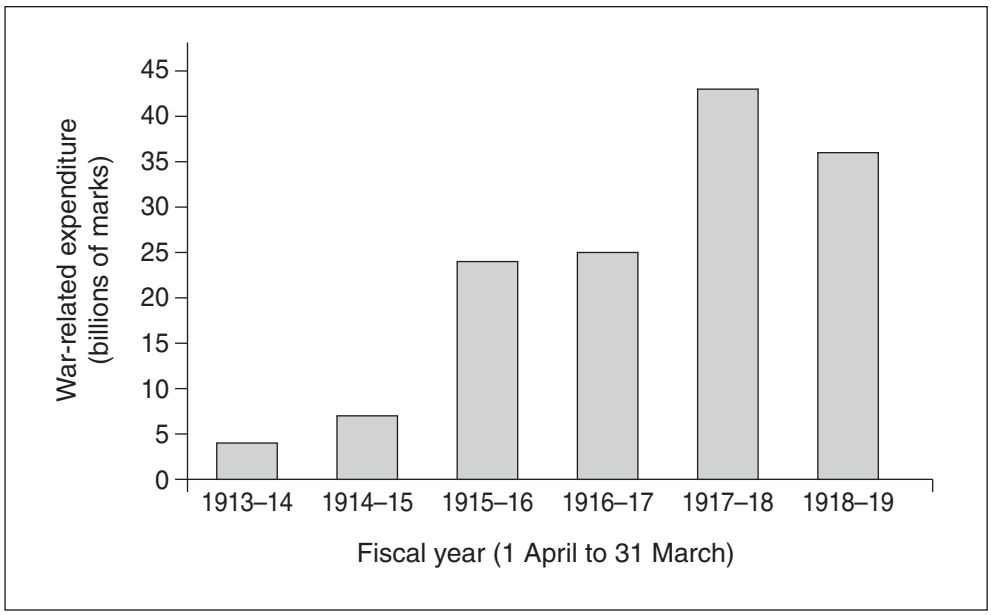
German cartoon, thought to be from 1915



© Zeichnung von F Jüttner, Cartoonist

Source *D*

War-related expenditure of the German Government



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