BOSTES BOARD OF STUDIES TEACHING & EDUCATIONAL STANDARDS NSW

Centre Number

Student Number

2016 HIGHER SCHOOL CERTIFICATE EXAMINATION

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 was the primary purpose of Source *A*? **1**

○ (A) To promote women's rights

○ (B) To increase munitions production

○ (C) To boost morale on the home front

○ (D) To encourage active involvement in the war effort

2 Using Source *B* and your own knowledge, why was there a large number of British women engaged in munitions production by November 1918? **1**

○ (A) The country had achieved total war.

○ (B) Women were no longer required in other industries.

○ (C) The British were planning another Spring Offensive.

○ (D) Munitions factory workers received special treatment on trains.

3 What evidence found in both Sources *C* and *D* provides a reason for Allied victory? **1**

○ (A) The anger of the German troops

○ (B) The use of rifles and machine guns

○ (C) The fitness of the American troops

○ (D) War weariness experienced by both sides

4 According to Source *C*, what effect did British soldier Clifford Lane believe the arrival of the American soldiers would have on the course of the war? **1**

- ○ (A) They would be of little use.
- ○ (B) They would help end the stalemate.
- ○ (C) They would provide experienced troops.
- ○ (D) They would bring about a negotiated peace.

5 What does Source *D* reveal about the fighting characteristics of the American armed forces? **1**

- ○ (A) They attacked in tight formation.
- ○ (B) They were well trained with a rifle.
- ○ (C) They showed initiative on the battlefield.
- ○ (D) They were experienced in trench warfare.

6 Use Source *E* and your own knowledge to answer the following question. **3**

Describe ONE impact of the Russian withdrawal on World War I.

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

Explain how the entry of the USA influenced the course of World War I.

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Question 7 continues on page 4

Question 7 (continued)

End of Question 7

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Modern History

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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 *B* be for a historian studying the impact of the war on women's lives and experiences in Britain?

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

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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) Assess the impact of communism on the split of the Australian Labor Party (ALP) in 1954 and the consequences for Australian society. **25**

OR

(b) To what extent were the social, political and economic policies of the Whitlam government responsible for its dismissal in 1975? **25**

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

(a) To what extent were political, economic and social issues in the Chinese Republic responsible for national instability in the period 1927–1937? **25**

OR

(b) Account for the differing aims and strategies of the Guomindang (GMD) and the Chinese Communist Party (CCP) in response to Japanese imperialism. **25**

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

(a) To what extent were political issues responsible for the failure of democracy in Germany by 1933? **25**

OR

(b) Assess the impact of ideology on Nazi foreign policy to September 1939. **25**

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

(a) Account for the growth and impact of both communalism and the All India Muslim League in India in the 1930s. **25**

OR

(b) To what extent did World War II influence the movement towards Indian independence? **25**

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

(a) Assess Sukarno's role in Indonesian politics in the period 1959–1963. **25**

OR

(b) To what extent were problems in East Timor and other regions significant in the collapse of the New Order? **25**

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

(a) To what extent was the annexation of Korea significant in the development of Japanese imperialism? **25**

OR

(b) Assess the political and economic impacts of the Great Depression on Japan. **25**

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

(a) Assess the significance of differing visions for the USSR in the leadership conflict between 1924 and 1929. **25**

OR

(b) To what extent did Stalinism transform Soviet society, culture and the economy? **25**

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

(a) To what extent were the Bantustans and independent black states used as significant instruments of control by South African governments? **25**

OR

(b) To what extent did the problems that faced the National Party and the African National Congress (ANC) affect the transition to democracy in South Africa? **25**

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

(a) To what extent were Republican economic policies responsible for causing the Great Depression? **25**

OR

(b) To what extent was US foreign policy isolationist in the period 1919–1941? **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
- 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 THREE significant events in the life of the personality you have studied. **10**

(b) 'Differing perspectives and interpretations assist us in gaining an understanding of the personality's significance in history.' **15**

To what extent is this statement accurate in relation to the personality you have studied?

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
- 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 was the imposition of direct rule responsible for the ongoing conflict in Northern Ireland to 1983? **25**

OR

(b) To what extent were new approaches to the old problems of Northern Ireland successful in achieving peace in the period 1985–1997? **25**

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

(a) To what extent were the dictatorships in Germany and Italy responsible for the growth of European tensions? **25**

OR

(b) Assess the significance of the Battle of El Alamein as a turning point in the European conflict. **25**

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

(a) Assess the role of communism in shaping the conflict in Indochina to 1965. **25**

OR

(b) Evaluate the impact of Pol Pot's aims and methods on Cambodian society to 1979. **25**

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

(a) To what extent was Japanese nationalism responsible for the growth of Pacific tensions to 1941? **25**

OR

(b) Evaluate the consequences of the Allied Occupation of Japan to 1951. **25**

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

(a) To what extent did the Six Day War in 1967 affect the development of the Arab–Israeli conflict? **25**

OR

(b) Assess the impact of the Intifada on the Arab–Israeli conflict in the period 1987–1994. **25**

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

(a) Assess the consequences of the Truman Doctrine on the development of the Cold War to 1953. **25**

OR

(b) Assess the extent to which events in Cuba in 1962 changed relations between the superpowers. **25**

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

(a) To what extent was the United Nations successful in promoting disarmament and preventing nuclear proliferation? **25**

OR

(b) To what extent was the United Nations successful in addressing major challenges facing the international community? **25**

End of paper

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2016 HIGHER SCHOOL CERTIFICATE EXAMINATION

Modern History

Source Booklet

Instructions
Detach this source booklet

Source *A* Page 2

Source *B* Page 2

Source *C* Page 3

Source *D* Page 3

Source *E* Page 4

Source *A*

British Government Poster, 1918



Source *B*

By November 1918 some 947,000 British women were engaged in munitions production. They included Caroline Webb, a 19-year-old girl from South London … she was employed in a shirt factory early in the war before switching to munitions work … where she filled trench mortar projectiles. Her basic wage … was around 30 shillings a week, though she received an allowance of five shillings to cover her train fares from London Bridge. She could also earn a five-shilling bonus if she filled 60 projectiles in a nine-hour working day which started at 7:30 am.

The work was not without its dangers. Like many other women employed in shell filling factories, she risked poisoning from long exposure to TNT (trinitrotoluene) and experienced the yellow skin discolouration that caused such women to be nicknamed 'canaries'. This could have unexpected advantages. As Caroline recalled in an oral history interview recorded for the Imperial War Museum in 1975, sympathetic railway employees would sometimes permit the women to travel in first class carriages. Others however, 'used to treat us as though we was [the] scum of the earth … These old train conductors used to say in the train, "You'll die in two years" … So we said "Well, we don't mind dying for our country."

P SIMKINS, G JUKES, and M HICKEY
The First World War: The war to end all wars © 2003
Osprey Publishing, Great Britain

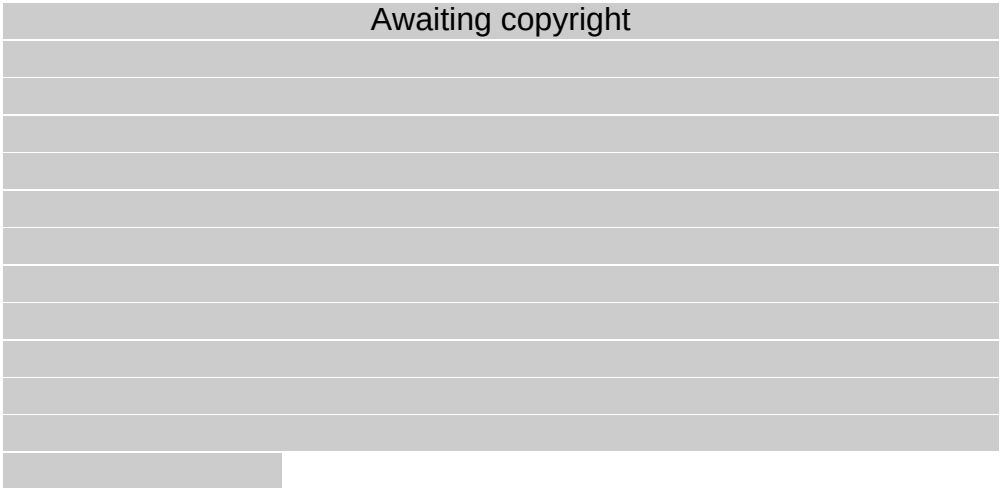
Source *C*

Arrival of the American troops as seen by *Clifford Lane of the Hertfordshire Regiment*

Well, we knew that they were coming. I think it must've helped quite a bit really because there's no doubt that we were getting at the end of our tether, you know. There's no doubt about that. I mean all the people who'd got the experience were getting tired and nerve-racked and that sort of thing. And the youngsters really didn't know what it was all about, you know the younger people. And we were running out of troops; they were using boys of 18 and a half, you see, or just over that. I think, myself, it's only an opinion, that if the Americans hadn't come in, it would either have been stalemate – because the Germans had had enough too – and there would have had t have been a negotiated peace. That's what I think. But the fact that these Americans – thousands, hundreds of thousands of them – strong, healthy lads, well-equipped, their strength hadn't been impaired in any way, they were ready to go just as we were in 1914. You can just imagine what the Germans thought of it, anyway. They must've known – they knew what was going to happen, you see.

Podcast US Arrival of the American Troops © IWM

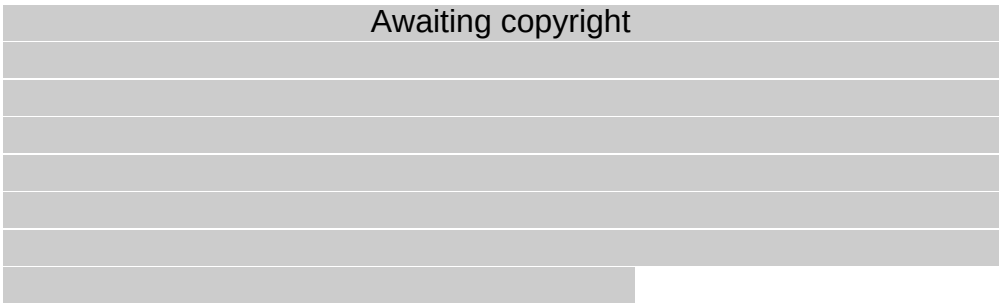
Source *D*



SCHUTZE EMIL AMANN
2nd company, 75th Machine-gun Abteilung,
attached to the 28th (Baden) Division

Source *E*

ARMISTICE WITH GERMANY



HP WILLMOTT
First World War (2003) Dorling Kindersley Limited, London

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