NSW EDUCATION STANDARDS AUTHORITY

Centre Number

Student Number

2017

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 – 25 marks (pages 2–6)

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 – 25 marks (pages 7–9)

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

Section III – 25 marks (page 10)

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

Section IV – 25 marks (pages 11–13)

- 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 increase bread production
- ⬭ B. To bring the USA into the war
- ⬭ C. To warn about the German U-boat strategy
- ⬭ D. To encourage support for the Allied war effort

2 According to Source *B*, why had the Allies been victorious? **1**

- ⬭ A. The Germans had been over-confident.
- ⬭ B. The German resources were exhausted.
- ⬭ C. German technology was inferior.
- ⬭ D. The British counter-thrust had been successful.

3 What evidence found in Source *C* supports the information in Source *B*? **1**

- ⬭ A. German troops were demoralised.
- ⬭ B. The German army was having tactical success.
- ⬭ C. The German army was becoming less effective.
- ⬭ D. Political influence on the home front weakened the German army.

4 According to Source *E*, why did the leaders at the Paris Peace Conference come into conflict? **1**

- ○ A. The leaders had competing aims.
- ○ B. The leaders mistrusted each other.
- ○ C. The leaders had limited experience.
- ○ D. The leaders had a desire for world peace.

5 According to Source *E* and your own knowledge, which of the leaders at the Paris Peace Conference wanted a peace more sympathetic towards Germany? **1**

- ○ A. Vittorio Orlando
- ○ B. Woodrow Wilson
- ○ C. David Lloyd George
- ○ D. Georges Clemenceau

6 Using Source *E* and your own knowledge, outline how the perspectives of leaders differed at the Paris Peace Conference. In your answer, refer to TWO of the following leaders: Clemenceau, Lloyd George, Wilson. **3**

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7 Using Sources *C* and *D* and your own knowledge, answer the following question. **7**

Explain how changes to Allied tactics contributed to victory.

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Question 7 continues on page 4

Question 7 (continued)

End of Question 7

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Modern History

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 reasons for Allied victory and German collapse in World War I?

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 did immigration affect Australian society in the period 1945–1983? **25**

OR

(b) Assess the effectiveness of Australian foreign policy in responding to changing relations with the wider world in the period 1945–1983. **25**

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

(a) To what extent was Mao Zedong (Mao Tse-tung) responsible for the Communist victory in China by 1949? **25**

OR

(b) Assess the military, social and economic effects of Japanese imperialism in China in the period 1927–1949. **25**

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

(a) To what extent did the Great Depression contribute to the rise of the Nazi Party (NSDAP)? **25**

OR

(b) To what extent did Hitler and the Nazi Party achieve total power in Germany by 1939? **25**

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

(a) Assess the significance of the Salt Satyagraha on British power in India during the 1930s. **25**

OR

(b) Assess the role of Gandhi in the movement towards Indian independence. **25**

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

(a) Assess the significance of *Pancasila* on the development of democracy in Indonesia in the period 1959–1963. **25**

OR

(b) To what extent were political and economic issues in Indonesia influenced by foreign policy to 1998? **25**

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

(a) Assess the role of nationalism in the emergence of Japan as a great power in the period 1904–1937. **25**

OR

(b) Assess the political impact of the *zaibatsu* on Japanese society. **25**

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

(a) Assess the significance of the Treaty of Brest-Litovsk to the Bolshevik consolidation of power. **25**

OR

(b) To what extent did Stalin influence the development of the Soviet State in the period to 1941? **25**

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

(a) Assess the significance of the Sharpeville massacre in 1960 to the national resistance to apartheid. **25**

OR

(b) To what extent were political issues in South Africa responsible for ending apartheid? **25**

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

(a) Assess the impact of the New Deal on the USA. **25**

OR

(b) To what extent did racism create social tension in US society 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 that influenced the rise to prominence of the personality you have studied. **10**

(b) 'To be significant, an individual must contribute to change.' **15**

To what extent does this statement apply 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) Assess the effect of sectarianism on the conflict in Northern Ireland in the period 1968–1972. **25**

OR

(b) To what extent were formal attempts at peacemaking effective in establishing a lasting peace in Northern Ireland in the period 1985–1998? **25**

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

(a) Assess the significance of the Nazi–Soviet Non-Aggression Pact as a cause of conflict in Europe. **25**

OR

(b) Assess the significance of the Russian campaign to the Allied victory. **25**

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

(a) To what extent did the Geneva Peace Agreement contribute to conflict in Indochina? **25**

OR

(b) Assess the role of nationalism in bringing about Communist victory in Indochina. **25**

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

(a) Assess the effect of the conflict in the Pacific on civilians in occupied territories in South East Asia. **25**

OR

(b) To what extent did strategies used by Allied forces against Japan between 1942 and 1945 lead to the defeat of the Japanese? **25**

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

(a) To what extent did the Palestine Liberation Organisation (PLO) influence the development of the Arab–Israeli conflict in the period 1964–1974? **25**

OR

(b) Assess the effects of terrorism and violence on attempts at peacemaking in the period 1948–1996. **25**

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

(a) To what extent did communist ideology contribute to the development of the Cold War? **25**

OR

(b) Assess the extent to which the Soviet invasion of Afghanistan was a reason for the end of the Cold War. **25**

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

(a) To what extent have tensions between internationalism and national sovereignty affected the goals of the UN? **25**

OR

(b) Assess the effectiveness of UN diplomacy and peacekeeping in the period 1946–2001. **25**

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Modern History

Source Booklet

Instructions Detach this Source Booklet

Sources *A – E*

Source *A* (page 2)

Source *B* (page 3)

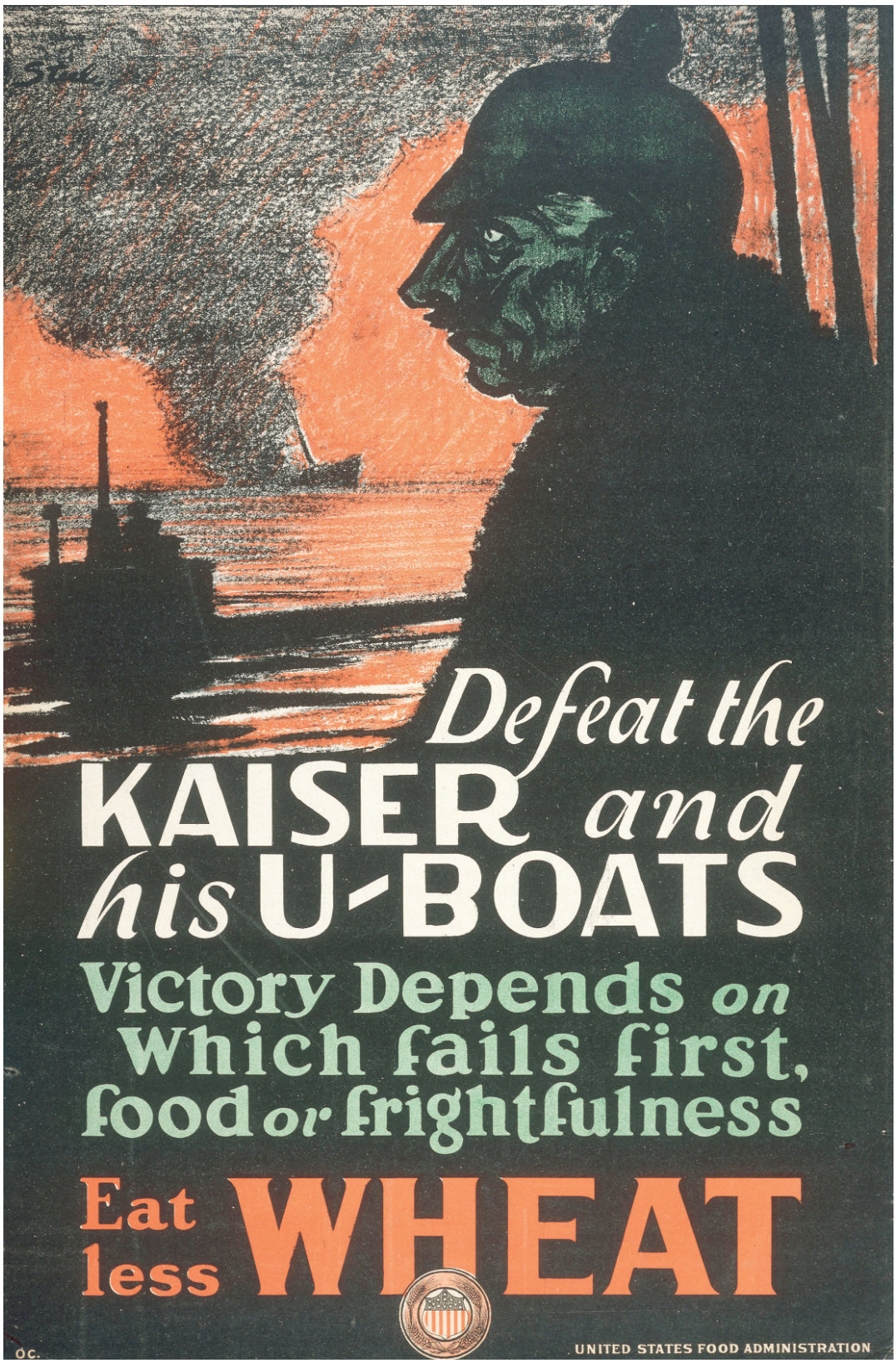
Source *C* (page 3)

Source *D* (page 4)

Source *E* (page 4)

Source *A*

U.S. Government Poster, 1917



Source *B*

An extract from the post-war memoirs of German Army Chief of Staff Paul von Hindenburg regarding the Allied victory in 1918

> Dangers and hardships in the field, battle and turmoil, on top of which came the complaints from home … all this gradually had a demoralising effect, especially as no end seemed to be in sight.
>
> On this August 8th our order to counter-attack could no longer be carried out. We had not the men and more particularly the guns, to prepare such an attack … Our counter-thrust would have involved longer preparation and required stronger reserves than we had at our disposal.
>
> I had no illusions about the political effects of our defeat … the failure of August 8th was revealed to all eyes as the consequence of an open weakness. To fail in an attack was a very different matter from being vanquished* in our defence.

* vanquished *thoroughly defeated*

Source *C*

> From March 1918, Germany concentrated her prime resources into a series of offensives, which gained unprecedented tactical successes but suffered from strategic failure. Over months of desperate fighting the Allies were pushed back, but not broken.
>
> The summer saw a reversal of fortunes. With the British prominent the Allied armies deployed immense infantry and artillery firepower, tanks, aircraft and flexible tactics in a combined arms method that worked.
>
> The increasingly weakened German army was forced back to Mons, where it had all begun for the British Expeditionary force in 1914. A defeated German high command agreed on an armistice in November 1918.
>
> M Brosnan
> *How the Deadlock on the Western Front was Finally Broken* (2016)

Reproduced with permission from Imperial War Museums. Written by M Brosnan.

Source *D*

British Mark V tanks, carrying cribs* for trench crossing, move forward to the Hindenburg Line, 29 September 1918 (IWM)



* cribs *wooden structures carried on top of tanks and used to fill wide trenches to make them passable*

Source *E*

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due to copyright issues.

* avowed *openly declared*

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