NSW GOVERNMENT

NSW Education Standards Authority

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.

2018 **HIGHER SCHOOL CERTIFICATE EXAMINATION**

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 Which characteristic of trench life is shown in Source *A*? **1**

- ⬭ A. Danger
- ⬭ B. Boredom
- ⬭ C. Camaraderie
- ⬭ D. Monotony

2 According to Source *B*, which of the following best describes the rations of German soldiers? **1**

- ⬭ A. Food was scarce
- ⬭ B. Their diet was varied
- ⬭ C. Soldiers craved German food
- ⬭ D. There was an abundance of alcohol

3 What is the main message about British soldiers that is communicated in Source *C*? **1**

- ⬭ A. They had to make history.
- ⬭ B. They were well disciplined.
- ⬭ C. They were weary of the war.
- ⬭ D. They had to break the stalemate.

4 What feature of warfare during the Spring Offensive is Hindenburg describing in Source *D*? **1**

- ⬭ A. Trench raids
- ⬭ B. War of attrition
- ⬭ C. Changing tactics
- ⬭ D. Creeping barrage

5 According to Source *E*, the main failure of the Spring Offensive was due to **1**

- ⬭ A. disorderly infantry.
- ⬭ B. the inadequate number of German tanks.
- ⬭ C. the German infantry having insufficient troops.
- ⬭ D. poor decision making by the German military leadership.

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

Describe the impact of artillery on trench warfare.

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

Describe the experience of life in the trenches for both Allied and German soldiers.

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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 *D* and *E* be for a historian studying the role of Ludendorff's Spring Offensive as a turning point 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) Assess the impact of communism on Australian politics during the Menzies era. **25**

OR

(b) To what extent did the Whitlam and Fraser governments change Australian society from 1972–1983? **25**

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

(a) How significant was the Long March in Mao Zedong's (Mao Tse-Tung's) rise to power? **25**

OR

(b) To what extent was nationalism the dominant force in China in the period 1927–1937? **25**

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

(a) To what extent was the German army responsible for the collapse of the Weimar Republic? **25**

OR

(b) Assess the roles of propaganda, terror and repression in changing German society in the period 1933–1939. **25**

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

(a) To what extent did the changing nature of imperialism influence the campaign of resistance in the period 1919–1922? **25**

OR

(b) To what extent were differing views of democracy responsible for the partition of India in 1947? **25**

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

(a) To what extent was the 1965 coup caused by nationalism? **25**

OR

(b) Assess the effects of political, social and economic challenges on the Suharto regime. **25**

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

(a) To what extent did the nature and impact of internationalism influence Japan's emergence as a world power? **25**

OR

(b) How significant was militarism in shaping Japanese politics and society in the period to 1937? **25**

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

(a) To what extent did victory in the civil war contribute to the consolidation of Bolshevik power by 1924? **25**

OR

(b) To what extent did the show trials and 'the Terror' shape the Communist Party and Soviet society in the period 1934–1941? **25**

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

(a) How significant was Nelson Mandela's leadership of the African National Congress (ANC) to its resistance to apartheid? **25**

OR

(b) To what extent were international responses to the South African government's policy of repression the reason for the demise of apartheid? **25**

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

(a) How significant was Prohibition in creating social tensions in US society? **25**

OR

(b) To what extent did the Great Depression affect different groups in US society? **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) Outline THREE key ideas AND/OR individuals that shaped the life of the personality you have studied. **10**

(b) An individual's positive contribution to history is overshadowed by his/her weaknesses. **15**

To what extent is this true for 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 did terrorism in Northern Ireland and mainland Britain influence popular movements towards peace in Northern Ireland in the period 1968–1983? **25**

OR

(b) Assess the significance of the 1994 paramilitary ceasefires in achieving peace in the period up to 1998. **25**

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

(a) Assess the social and economic impacts of the war on civilians in Britain and EITHER Germany OR the Soviet Union. **25**

OR

(b) Assess the significance of both D-Day and the liberation of France in determining the end of the conflict in Europe. **25**

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

(a) To what extent did ineffective US and South Vietnamese strategies and tactics lead to communist victory in the Second Indochina War? **25**

OR

(b) To what extent were US policies in Indochina responsible for Pol Pot's rise to power? **25**

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

(a) To what extent were US and British policies responsible for the growth of tensions in the Pacific from 1937–1941? **25**

OR

(b) To what extent was the Battle of Midway the turning point in the Pacific War? **25**

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

(a) To what extent did the war in 1948 contribute to the development of the Arab–Israeli conflict to 1967? **25**

OR

(b) To what extent did the roles and objectives of the superpowers affect the course of the Arab–Israeli conflict in the period 1948–1996? **25**

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

(a) To what extent did Cold War crises during 1961–1968 affect the policies and strategies adopted by the superpowers? **25**

OR

(b) To what extent did the Vietnam War and the Sino–Soviet split shape détente between the superpowers? **25**

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

(a) To what extent have the United Nations and its agencies been effective in dealing with challenges faced by the international community in the period up to 2001? **25**

OR

(b) To what extent did the United Nations change in the aftermath of the Cold War? **25**

End of paper

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Source Booklet

Instructions Detach this Source Booklet

Sources *A – E*

Source *A* (page 2)

Source *B* (page 2)

Source *C* (page 3)

Source *D* (page 4)

Source *E* (page 4)

Source *A*

British troops eat their Christmas dinner in a shell hole at Beaumont Hamel on the Somme, 1916



Photographed by LIEUTENANT ERNEST BROOKS
Imperial War Museum collection

Lt Ernest Brooks, 1916-12-25. ©IWM (Q 1630). Used by permission.
https://www.iwm.org.uk/collections/items/object/205072885

Source *B*

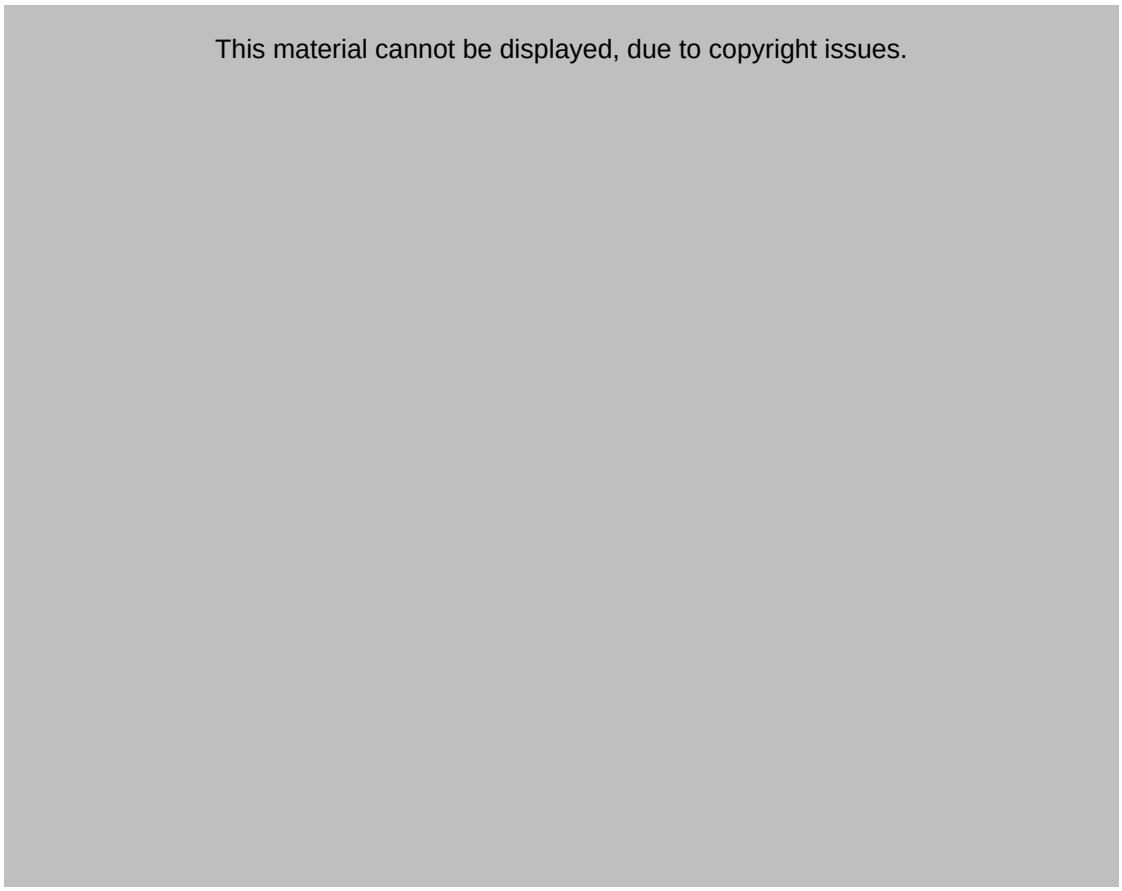
An extract from a report by German General Sixt Von Armin during World War I

> All troops were unanimous in their request for increased supplies of bread, rusks*, sausage, tinned sausages, tinned fat, bacon, tinned and smoked meat, and tobacco, in addition. There was also urgent need for solidified alcohol** for the preparation of hot meals.
>
> In various quarters, the necessity for a plentiful supply of liquid refreshments of all kinds, such as coffee, tea, cocoa, mineral waters, etc, is emphasised still more. On the other hand, the supply of salt herrings***, which increase the thirst, was found to be, as a general rule, very undesirable. There is no necessity for an issue of alcoholic drink in warm and dry weather.

* rusk	*twice baked bread or a hard biscuit*
** solidified alcohol	*fuel to cook food*
*** salt herring	*fish*

Source *C*

Cartoon from *Punch Magazine*, November 1916



Source *D*

An extract from Field-Marshal Paul von Hindenburg's autobiography, *Out of My Life*, published in 1920. In this extract he recollects the Spring Offensive in 1918.

> Our advance became slower and slower. The hopes and wishes which had soared beyond Amiens had to be recalled. Facts must be treated as facts… We ought to have shouted in the ear of every single man: 'Press on to Amiens. Put in your last ounce. Perhaps Amiens means decisive victory. Capture Villers-Bretonneux whatever happens, so that from its heights we can command Amiens with masses of our heavy artillery!' It was in vain; our strength was exhausted.
>
> The enemy fully realised what the loss of Villers-Bretonneux would mean to him. He threw against our advancing columns all the troops he could lay hands on. The French appeared, and with their massed attacks and skilful artillery saved the situation for their Allies and themselves.
>
> With us human nature was urgently voicing its claims. We had to take breath. The infantry needed rest and the artillery ammunition. It was lucky for us that we were able to live to a certain extent on the supplies of the beaten foe; otherwise we should not even have been able to cross the Somme, for the shattered roads in the wide shell-hole area of the first enemy position could only have been made available after days of work.

Source *E*

An extract about the Spring Offensive from *The First World War: The War to End all Wars* by Peter Simpkins, Geoffrey Jukes and Michael Hickey, 2003

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