

B O A R D O F S T U D I E S
NEW SOUTH WALES

2002

**HIGHER SCHOOL CERTIFICATE
EXAMINATION**

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Centre Number

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Student Number

Modern History

General Instructions

- Reading time – 5 minutes
- Working time – 3 hours
- Write using black or blue 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 pages 3 and 5

Total marks – 100

Section I Pages 2–6

30 marks

- Attempt Questions 1–3
- Allow about 55 minutes for this section

Section II Pages 7–15

40 marks

- Attempt TWO questions from Questions 4–19, both from the same National Study
- Allow about 1 hour and 10 minutes for this section

Section III Pages 16–18

30 marks

- Attempt ONE question from Questions 20–26
- Allow about 55 minutes for this section

Section I — World War I and Its Aftermath, 1914–1921

30 marks

Attempt Questions 1–3

Allow about 55 minutes for this section

Answer the questions in the spaces provided.

Refer to the source booklet to answer Questions 1–3.

	Marks
Question 1 (10 marks)	
(a) Using Source <i>A</i> :	
(i) List THREE reasons George Coppard gives for enlisting straightaway in the British Army in 1914.	3
.....	
.....	
.....	
(ii) List THREE payments made in 1914 whenever a soldier was recruited for the British Army.	3
.....	
.....	
.....	
(b) Using Source <i>B</i> :	
List FOUR ways that the war affected Britain according to Lansdowne’s letter.	4
.....	
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.....	

Modern History

Section II — National Studies

40 marks

Attempt TWO questions from Questions 4–19, both from the same National Study

Allow about 1 hour and 10 minutes for this section

Answer each question in a SEPARATE writing booklet. Extra writing booklets are available.

In this section you will be assessed on how well you:

- present a sustained, logical, well-structured answer to the question
 - support your answer with relevant, accurate, historical information
 - use historical terms and concepts appropriately
-

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Marks

Option A: USA 1898–1941

Attempt BOTH Question 4 and Question 5

Question 4 (20 marks)

- (a) Assess the role of business magnates in the growth of the US economy between 1898 and 1929. **20**

OR

- (b) Explain the growing importance of Hollywood and the entertainment industry in American culture from the 1920s to 1941. **20**

Question 5 (20 marks)

(a) **William Randolph Hearst**

- (i) Describe the significant events in the career of William Randolph Hearst from 1898 to 1941. **10**
- (ii) ‘Hearst began his career with radical ideas but by the inter-war period he was opposed to most major changes in American society.’ **10**

In the light of this statement, assess William Randolph Hearst’s attitudes to political and social change in the United States during the 1920s and 1930s.

OR

(b) **J Edgar Hoover**

- (i) Describe the significant events in the career of J Edgar Hoover from 1917 to 1941. **10**
- (ii) ‘Hoover spent as much time promoting himself to the American public as a crime fighter as he did fighting crime.’ **10**

In the light of this statement, assess the effectiveness of J Edgar Hoover in combating the growing influence of gangsters in American society during the 1920s and 1930s.

Option B: Japan 1904–1941**Attempt BOTH Question 6 and Question 7****Question 6** (20 marks)

- (a) Explain the influence of the Zaibatsu on the Japanese political system between 1904 and 1941. **20**

OR

- (b) Account for the failure of political parties to maintain a liberal democracy from 1918 to 1932. **20**

Question 7 (20 marks)(a) **Emperor Hirohito**

- (i) Describe the significant events in the reign of Emperor Hirohito up to 1941. **10**
- (ii) ‘Hirohito presided over the transformation of Japanese society from a liberal democracy to a militarist state bent on imperialism.’ **10**

In the light of this statement, assess the role of Emperor Hirohito in transforming Japanese foreign policy in the 1930s.

OR(b) **Kita Ikki**

- (i) Describe the significant events in the life of Kita Ikki between 1919 and 1937. **10**
- (ii) ‘Kitta Ikki began as a socialist, but to counter the growing influence of the Zaibatsu, compromised his principles and supported the Emperor system.’ **10**

In the light of this statement, assess Kita Ikki’s role in Japanese politics between the wars.

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-

Marks

Option C: China 1911–1949

Attempt BOTH Question 8 and Question 9

Question 8 (20 marks)

- (a) Assess the impact of the warlords on Chinese society between 1911 and 1928. **20**

OR

- (b) Explain the impact of the Chinese Communist Party on the peasantry between 1934 and 1949. **20**

Question 9 (20 marks)

(a) **Sun Yixian (Sun Yat-sen)**

- (i) Describe the significant events in the career of Sun Yixian (Sun Yat-sen) between 1911 and 1925. **10**
- (ii) ‘Sun Yixian’s political ideology allowed both the nationalists and the communists to regard him as the father of their revolutions.’ **10**

In the light of this statement, assess the significance of Sun Yixian to the revolution in China between 1911 and 1925.

OR

(b) **Zhu De (Chu Teh)**

- (i) Describe the significant events in the career of Zhu De (Chu Teh) between 1920 and 1949. **10**
- (ii) ‘Zhu De’s greatest achievement was the creation and success of the Red Army in the war against the Nationalists.’ **10**

In the light of this statement, assess the contribution made by Zhu De to the success of the communist forces in the years 1934–1949.

Option D: Russia and the Soviet Union 1917–1945**Attempt BOTH Question 10 and Question 11****Question 10** (20 marks)

- (a) Assess the impact of War Communism and the New Economic Policy (NEP) on both the peasantry and proletariat in Russian society between 1918 and 1928. **20**

OR

- (b) Explain how the economic policies of the Communist Party after 1928 contributed to Soviet victory in the Great Patriotic War. **20**

Question 11 (20 marks)(a) **Alexandra Kollontai**

- (i) Describe the significant events in the career of Alexandra Kollontai between 1917 and 1945. **10**
- (ii) ‘Despite her early achievements in the liberation of women, Kollontai was unable to withstand the reversals in the status of women under Stalin.’ **10**

In the light of this statement, assess the role of Alexandra Kollontai in achieving social reforms for women.

OR(b) **Leon Trotsky**

- (i) Describe the significant events in the life of Leon Trotsky between 1917 and 1940. **10**
- (ii) ‘In December 1922 Lenin said of Trotsky that he was the most capable man in the Central Committee, although showing excessive self-confidence.’ **10**

In the light of this statement, assess the reasons for Trotsky’s defeat in the power struggle with Stalin.

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Marks

Option E: Germany 1918–1945

Attempt BOTH Question 12 and Question 13

Question 12 (20 marks)

- (a) Assess the impact of the Nazi Party on German society up to and including 1933. **20**

OR

- (b) Explain the nature and impact of Nazi propaganda, terror and repression on the Jewish community between 1933 and 1945. **20**

Question 13 (20 marks)

(a) **Leni Riefenstahl**

- (i) Describe the significant events in the career of Leni Riefenstahl from the 1920s to 1945. **10**
- (ii) ‘Riefenstahl was a talented woman whose major works were funded by, and intended to glorify, the Nazis.’ **10**

In the light of this statement, assess Leni Riefenstahl’s contribution to the development of German cultural life under Nazism.

OR

(b) **Albert Speer**

- (i) Describe the significant events in the career of Albert Speer up to 1945. **10**
- (ii) ‘From the beginning Speer served Hitler and the German war effort without question. He was unaware of the importance of anything else.’ **10**

In the light of this statement, assess the role of Albert Speer in the Nazi war effort from 1941 onwards.

Option F: India 1919–1947

Attempt BOTH Question 14 and Question 15

Question 14 (20 marks)

- (a) Assess the impact of the policies and tactics of the Congress Party in opposing the British Raj between 1919 and 1935. **20**

OR

- (b) Explain the role of the All India Muslim League in the achievement of independence and the partitioning of India in the period up to 1947. **20**

Question 15 (20 marks)

(a) **Jawaharlal Nehru**

- (i) Describe the significant events in the career of Jawaharlal Nehru between 1919 and 1947. **10**
- (ii) ‘Nehru was a devoted disciple of Gandhi but, on the future of India, not an unquestioning one.’ **10**

In the light of this statement, assess the role of Nehru in the achievement of Indian independence by 1947.

OR

(b) **Mohammad Ali Jinnah**

- (i) Describe the significant events in the career of Mohammad Ali Jinnah between 1919 and 1947. **10**
- (ii) ‘Jinnah was a political opportunist rather than a man of firm political beliefs.’ **10**

In the light of this statement, assess the role of Jinnah in Indian politics between 1919 and 1944.

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-

Marks

Option G: Australia in the World 1946–1996

Attempt BOTH Question 16 and Question 17

Question 16 (20 marks)

- (a) Account for the different approaches of Australian political parties to the problems posed by communism between 1950 and 1972. **20**

OR

- (b) Explain how migrants and refugees affected Australia's changing relationship with other countries between 1975 and 1996. **20**

Question 17 (20 marks)

(a) **Dr Herbert Vere Evatt**

- (i) Describe the significant events in the career of Herbert Vere Evatt between 1946 and 1965. **10**

- (ii) 'Evatt was destroyed by the anti-communist hysteria of the 1950s.' **10**

In the light of this statement, assess the role of Herbert Vere Evatt in dealing with the Cold War crises of the 1950s.

OR

(b) **Malcolm Fraser**

- (i) Describe the significant events in the career of Malcolm Fraser between 1954 and 1996. **10**

- (ii) 'Malcolm Fraser simply continued the foreign policy directions already established by the Whitlam government.' **10**

In the light of this statement, assess the contribution of Malcolm Fraser to Australian foreign policy from 1975 to 1983.

Option H: Indonesia 1950–1998**Attempt BOTH Question 18 and Question 19****Question 18** (20 marks)

- (a) Assess the role played by the Communist Party of Indonesia (PKI) in the development of the Indonesian state between 1950 and 1965. **20**

OR

- (b) Account for the part played by the Indonesian armed forces (ABRI) in the takeover and occupation of East Timor between 1975 and 1998. **20**

Question 19 (20 marks)(a) **Sukarno**

- (i) Describe the significant events in the career of Sukarno from 1950 until his death. **10**
- (ii) ‘Although a brilliant revolutionary and orator with great charisma, Sukarno brought economic chaos to Indonesia.’ **10**

In the light of this statement, assess the economic and political implications of Sukarno’s leadership of the Indonesian state between 1950 and 1965.

OR(b) **Pramoedya Ananta Toer**

- (i) Describe the significant events in the career of Pramoedya Ananta Toer between 1950 and 1998. **10**
- (ii) ‘Toer’s campaigns for social justice and his left wing sympathies made him a natural target in the anti-communist witch-hunt that followed the 1965 coup.’ **10**

In the light of this statement, assess Toer’s contribution to opposing the army’s role in the Indonesian state.

Section III — International Studies in Peace and Conflict

30 marks

Attempt ONE question from Questions 20–26

Allow about 55 minutes for this section

Answer the question in a SEPARATE writing booklet. Extra writing booklets are available.

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Question 20 — Option A: Conflict in the Pacific 1937–1951 (30 marks) **Marks**

- (a) Discuss the impact of imperialism in the Pacific from the Japanese attack on China in 1937 until Japan’s occupation of South-East Asia in 1942. **30**

OR

- (b) Assess the effect of the war on civilians in Japan and EITHER Australia OR the United States between 1941 and 1951. **30**

Question 21 — Option B: The Cold War 1945–1991 (30 marks)

- (a) Assess the importance of the American fear of communism in the development of any ONE Cold War crisis between 1948 and 1989. **30**

OR

- (b) Discuss the influence of various groups on the creation and maintenance of a Cold War culture in the United States between 1945 and 1961. **30**

Marks

Question 22 — Option C: The United Nations as Peacekeeper 1946–1999
(30 marks)

- (a) Evaluate the effectiveness of United Nations diplomacy in dealing with any TWO crises between 1950 and 1999. **30**

OR

- (b) Assess the effectiveness of the United Nations in countering at least TWO acts of aggression between 1950 and 1999. **30**

Question 23 — Option D: Conflict in South Africa 1948–1994 (30 marks)

- (a) Assess the importance of racism to the establishment of apartheid in South Africa from 1948 to 1960. **30**

OR

- (b) Evaluate the impact of the international anti-apartheid movement upon South African society from 1962 to 1994. **30**

Question 24 — Option E: Arab–Israel Conflict 1948–1996 (30 marks)

- (a) Evaluate the objectives of the superpowers (USA and USSR) in the Middle East between 1948 and 1973. **30**

OR

- (b) Discuss how Palestinian refugees and their organisations have responded to the policies of the Israeli governments between 1964 and 1996. **30**

Please turn over

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Question 25 — Option F: Conflict in Indochina 1954–1979 (30 marks) **Marks**

- (a) Assess the importance of anti-communism in shaping the policies of the United States towards Indochina between 1954 and 1979. **30**

OR

- (b) Evaluate the effectiveness of the strategies and tactics used by soldiers in Vietnam between 1960 and 1975. **30**

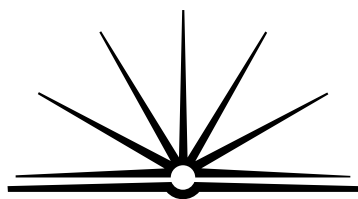
Question 26 — Option G: Anglo-Irish Relations 1968–1998 (30 marks)

- (a) Assess the effects of sectarianism within Northern Ireland in the period up to 1973. **30**

OR

- (b) Discuss the consequences of British Government policies in Northern Ireland on the Provisional IRA (Provos) and/or Loyalist forces between 1972 and 1998. **30**

End of paper



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2002

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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 A

Memoirs of George Coppard about joining the British Army in 1914, published 1969

In 1914 rumours of war broke out and I began to be interested in the part-time soldiers tramping the streets in their big strong boots. Although I seldom saw a newspaper, I knew about the assassination of Archduke Ferdinand. News placards screamed out at every street corner, and military bands blared out their music in the main streets. This was too much for me to resist. I knew I had to enlist straightaway.

I presented myself to the recruiting sergeant at Mitcham Road Barracks, Croydon. There was a steady stream of men, queuing up to enlist. The sergeant asked my age.

I said, 'Sixteen'.

He said, 'Clear off son. Come back tomorrow and see if you're nineteen, eh?' So I turned up the next day and gave my age as nineteen.

The sergeant winked as he gave me the King's shilling, plus one shilling and nine pence ration money for that day. The sergeant was also paid a shilling for each man he enlisted.

Source B

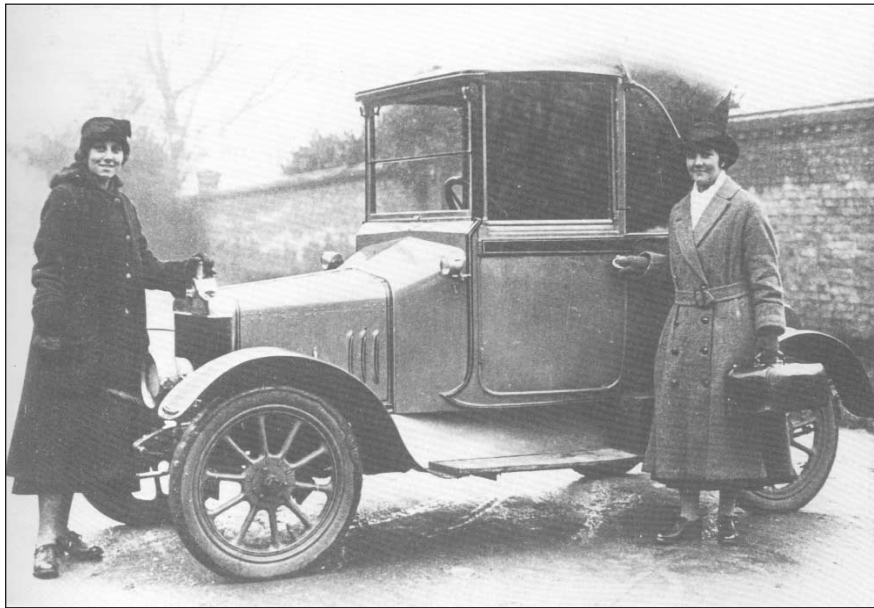
Extracts from a letter of Lord Lansdowne, 25 November 1917

. . . we are slowly but surely killing off the best of the male population of this nation. Can we afford to go on paying the same price for the same sort of gain? . . . generations will have to come and go before the country recovers from the loss which it has sustained in human beings and from the financial ruin and the destruction of the means of production that are taking place.

Experiences of the Great War 1914–1918
by Susan Johnston (Ed)
Published by Pearson Education Australia

Source C

British travelling salespeople for the Crawford Biscuit Company in 1917



Reproduced with permission of United Biscuits (UK) Limited

Source D

Memoirs of George Coppard about leaving the British Army in 1919, published 1969

Lloyd George and company had been full of big talk about making the country fit for heroes to live in, but it was just so much hot air. No practical steps were taken to prepare the broad mass of demobbed men for civilian life, and I joined the queues for jobs as messengers, window cleaners and kitchen hands. It was a complete let-down for thousands like me, and for some young officers too. It was a common sight in London to see ex-officers trying to earn a living as beggars. Single men picked up twenty-nine shillings per week unemployment pay as a special concession, but there were no jobs for the 'heroes' who haunted the billiard halls as I did. The government never kept their promise. It is a sad story.

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