



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

2005

**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 5 and 7

Total marks – 100

Section I Pages 2–8

30 marks

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

Section II Pages 9–17

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 18–20

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 A:	
(i) On what date did the Allies launch a preliminary artillery barrage?	1
(ii) Where were tanks first used in the Battle of the Somme?	1
(iii) From the map, which side gained territory in 1916?	1
(iv) Near which river were these gains made?	1
(b) Using Source B:	
(i) Who was the British Commander-in-Chief in France in 1916?	1
(ii) In the writer’s opinion, which army was defeated in the Battle of the Somme?	1
(iii) In the writer’s opinion, how would the outcome of the Battle of the Somme help the British in the future?	2

Question 1 continues on page 3

Question 1 (continued)

(c) Using BOTH Sources A and B:

What evidence is there that the weather was important in the Battle of the Somme? 2

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End of Question 1

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2005 HIGHER SCHOOL CERTIFICATE EXAMINATION
Modern History

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Centre Number

Section I (continued)

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Student Number

Question 2 (10 marks)

How significant was the Battle of the Somme in attempts to break the stalemate on the Western Front?

Use Sources A and B and your own knowledge to answer this question.

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Question 2 continues on page 6

Question 2 (continued)

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End of Question 2

Modern History

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Centre Number

Section I (continued)

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Student Number

Question 3 (10 marks)

Assess how useful Sources *C* and *D* would be for a historian studying the nature of trench warfare during 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 3 continues on page 8

Question 3 (continued)

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End of Question 3

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
-

Please turn over

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-

Marks

Option A: USA 1898–1941

Attempt BOTH Question 4 and Question 5

Question 4 (20 marks)

- (a) Explain why racial tension resulted from changes in American society in the period up to the end of the 1920s. **20**

OR

- (b) Evaluate the view that Franklin Delano Roosevelt's New Deal policies were only partly successful in meeting their aims. **20**

Question 5 (20 marks)

(a) **William Randolph Hearst**

- (i) Outline the main features in the public life of William Randolph Hearst in the period you have studied. **10**
- (ii) Evaluate the role of William Randolph Hearst and his newspapers in the changing nature of American society. **10**

OR

(b) **J Edgar Hoover**

- (i) Outline the main features in the public life of J Edgar Hoover in the period you have studied. **10**
- (ii) Evaluate the role of J Edgar Hoover in responding to the problems created by the Prohibition era. **10**

Option B: Japan 1904–1941

Attempt BOTH Question 6 and Question 7

Question 6 (20 marks)

- (a) Assess the effectiveness of attempts to achieve liberal democracy in Japan in the period 1918–1932. **20**

OR

- (b) Evaluate the view that the ‘New Order in East Asia’ was merely a justification for Japanese imperialism in the period 1931–1941. **20**

Question 7 (20 marks)

(a) **Emperor Hirohito**

- (i) Outline the main features in the public life of Emperor Hirohito in the period you have studied. **10**
- (ii) Evaluate the role of Emperor Hirohito in Japanese expansion in the period up to 1941. **10**

OR

(b) **Kita Ikki**

- (i) Outline the main features in the public life of Kita Ikki in the period you have studied. **10**
- (ii) Evaluate the role of Kita Ikki in attempts to achieve liberal democracy in Japan in the period up to 1941. **10**

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-

Marks

Option C: China 1911–1949

Attempt BOTH Question 8 and Question 9

Question 8 (20 marks)

- (a) Evaluate the view that the Guomindang (GMD) was successful in establishing democracy in China in the period up to 1936. **20**

OR

- (b) To what extent was the Chinese Communist Party's (CCP's) response to Japanese invasion the main reason for the Communist victory in the Chinese Civil War? **20**

Question 9 (20 marks)

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

- (i) Outline the main features in the public life of Sun Yixian in the period you have studied. **10**
- (ii) Evaluate the role of Sun Yixian in China's response to increasing Japanese influence in China in the period up to 1925. **10**

OR

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

- (i) Outline the main features in the public life of Zhu De in the period you have studied. **10**
- (ii) Evaluate the role of Zhu De in preparing Communist forces for success against the Nationalists in the period up to 1949. **10**

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

- (a) Evaluate the view that Bolshevik power was consolidated only because Lenin modified Communist ideology in the period 1917–1924. **20**

OR

- (b) To what extent was Soviet economic and social life transformed under Stalin in the period 1928–1941? **20**

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

- (i) Outline the main features in the public life of Alexandra Kollontai in the period you have studied. **10**
- (ii) Evaluate the role of Alexandra Kollontai in introducing reforms which changed women's lives in Russia after 1917. **10**

OR**(b) Leon Trotsky**

- (i) Outline the main features in the public life of Leon Trotsky in the period you have studied. **10**
- (ii) Evaluate the role of Leon Trotsky in Bolshevik successes in the period 1917–1924. **10**

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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 conservative parties and elites on German politics in the period 1918–1934. **20**

OR

- (b) Evaluate the view that Germany was a totalitarian society in the period 1933–1945. **20**

Question 13 (20 marks)

(a) **Leni Riefenstahl**

- (i) Outline the main features in the public life of Leni Riefenstahl in the period you have studied. **10**
- (ii) Evaluate the role of Leni Riefenstahl in Nazi attempts to transform German social and cultural life. **10**

OR

(b) **Albert Speer**

- (i) Outline the main features in the public life of Albert Speer in the period you have studied. **10**
- (ii) Evaluate the role of Albert Speer in supporting and implementing Nazi racial policies. **10**

Option F: India 1919–1947

Attempt BOTH Question 14 and Question 15

Question 14 (20 marks)

- (a) Explain why British imperialism was slow to respond to Indian demands for independence in the period up to 1939. **20**

OR

- (b) Evaluate the view that Gandhi's role in the achievement of Indian independence has been exaggerated. **20**

Question 15 (20 marks)

(a) **Jawaharlal Nehru**

- (i) Outline the main features in the public life of Jawaharlal Nehru in the period you have studied. **10**
- (ii) Evaluate the role of Jawaharlal Nehru in resisting British rule and oppression. **10**

OR

(b) **Mohammad Ali Jinnah**

- (i) Outline the main features in the public life of Mohammad Ali Jinnah in the period you have studied. **10**
- (ii) Evaluate the role of Mohammad Ali Jinnah in the development of the All India Muslim League. **10**

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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) To what extent was Australia’s foreign policy dominated by anti-communism in the period 1946–1972? **20**

OR

- (b) Evaluate the view that the Whitlam government had a lasting impact on Australia’s foreign policy. **20**

Question 17 (20 marks)

(a) **Herbert Vere Evatt**

- (i) Outline the main features in the public life of Herbert Vere Evatt in the period you have studied. **10**
- (ii) Evaluate the role of Herbert Vere Evatt in responding to anti-communism in Australia in the 1950s. **10**

OR

(b) **Malcolm Fraser**

- (i) Outline the main features in the public life of Malcolm Fraser in the period you have studied. **10**
- (ii) Evaluate the role of Malcolm Fraser in influencing Australia’s changing attitudes towards ‘third world’ nations. **10**

Option H: Indonesia 1950–1998

Attempt BOTH Question 18 and Question 19

Question 18 (20 marks)

- (a) Evaluate the view that the Indonesian takeovers of Irian Jaya and East Timor completed the process of decolonisation in the Indonesian archipelago. **20**

OR

- (b) To what extent was the Indonesian army essential to the economic and political success of Suharto's New Order? **20**

Question 19 (20 marks)

(a) **Pramoedya Ananta Toer**

- (i) Outline the main features in the public life of Pramoedya Ananta Toer in the period you have studied. **10**
- (ii) Evaluate the role of Pramoedya Ananta Toer in the growth of effective political dissent in Indonesia. **10**

OR

(b) **Sukarno**

- (i) Outline the main features in the public life of Sukarno in the period you have studied. **10**
- (ii) Evaluate the role of Sukarno in developing Guided Democracy in Indonesia. **10**

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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-

	Marks
Question 20 — Option A: Conflict in the Pacific 1937–1951 (30 marks)	
(a) Assess the effectiveness of the strategies used by Allied forces against Japan in the period 1942–1945.	30

OR

(b) To what extent was the impact of war on Asian peoples in Japanese-occupied territories a major factor leading to decolonisation in Southeast Asia?	30
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Question 21 — Option B: The Cold War 1945–1991 (30 marks)

(a) To what extent were the policies of the USSR the major cause of Cold War crises? (In your response, refer to at least one crisis in depth.)	30
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OR

(b) How effective were nuclear protesters in influencing attempts to limit and control nuclear weapons during the Cold War?	30
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Question 22 — Option C: The United Nations as Peacekeeper 1946–1999

(30 marks)

- (a) To what extent was the charter and structure of the United Nations an effective response to the economic, territorial and ideological factors that led to its creation? **30**

OR

- (b) Assess the effectiveness of the United Nations Security Council in dealing with at least two crises in the period 1946–1999. **30**

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

- (a) Assess the impact of apartheid on people in South Africa in the period 1949–1960. **30**

OR

- (b) To what extent has Nelson Mandela's role in achieving democracy in South Africa been exaggerated? **30**

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

- (a) Discuss the influence of pan-Arab nationalism on the Arab–Israel conflict in the period up to the Israel–Egypt (Camp David) Peace Agreement of 1979. **30**

OR

- (b) Evaluate the view that the PLO and Hamas are largely to blame for the slow progress towards peace in the Arab–Israel conflict between 1979 and 1996. **30**

Please turn over

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-

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

- (a) To what extent were anti-war movements responsible for the American decision to withdraw from Vietnam in 1973? **30**

OR

- (b) Evaluate the view that US intervention was primarily responsible for the suffering of villagers in South Vietnam and Cambodia. **30**

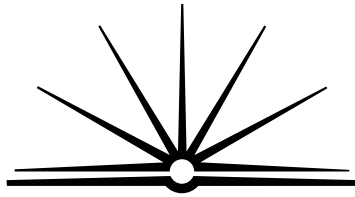
Question 26 — Option G: Anglo-Irish Relations 1968–1998 (30 marks)

- (a) Evaluate the effectiveness of Provisional IRA (Provos) tactics in Northern Ireland and the British mainland in the period 1968–1981. **30**

OR

- (b) Account for the signing of the 1998 Peace Treaty. **30**

End of paper



BOARD OF STUDIES
NEW SOUTH WALES

2005

**HIGHER SCHOOL CERTIFICATE
EXAMINATION**

Modern History

Source Booklet

Instructions

Detach this source booklet

Source A Page 2

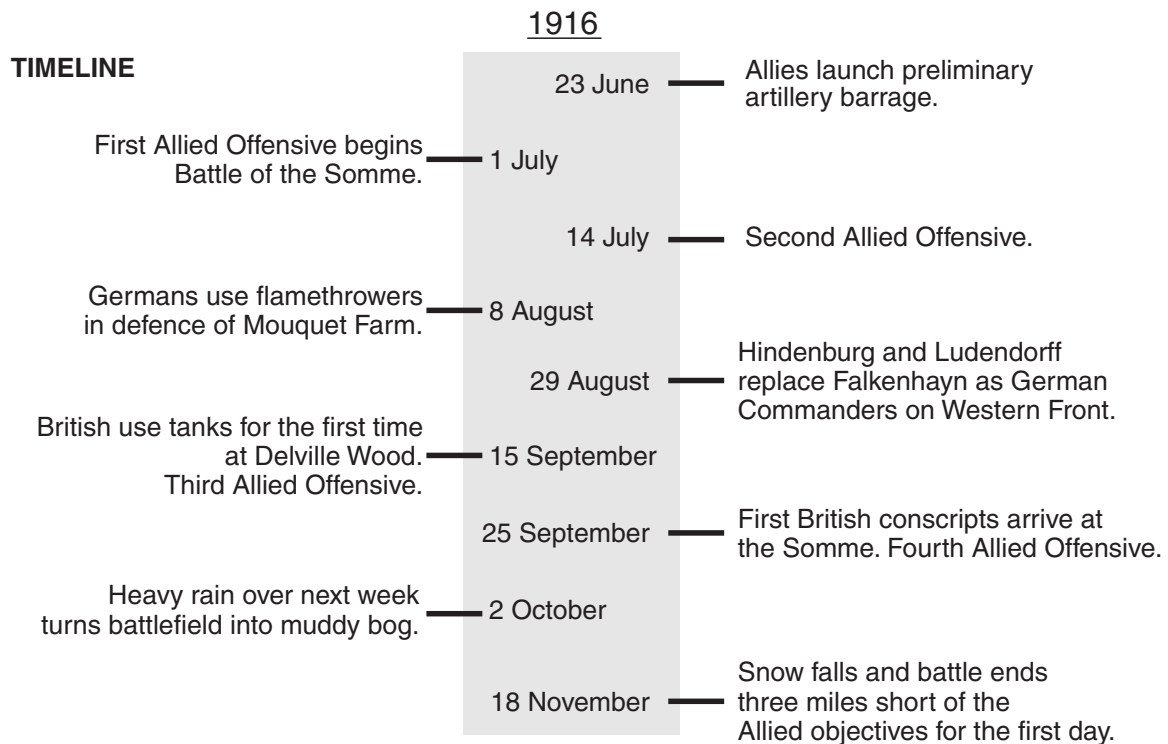
Source B Page 3

Source C Page 3

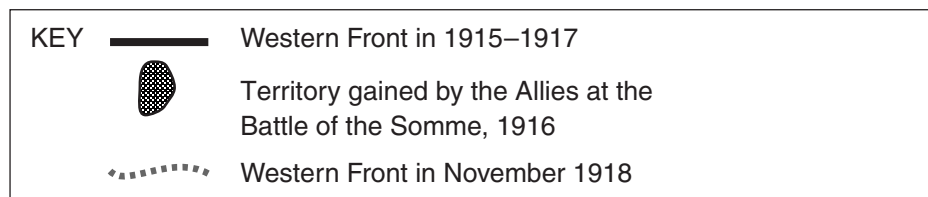
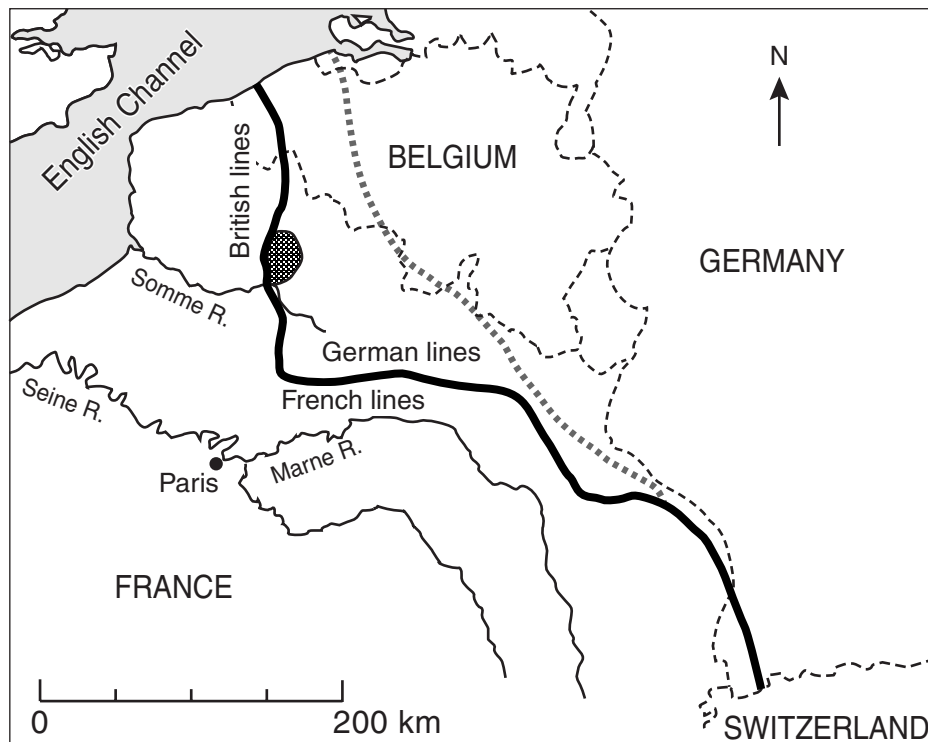
Source D Page 3

Source A

The Battle of the Somme – Timeline and Map



MAP



Source B

Despatch from Commander-in-Chief of British Armies in France,
Douglas Haig, 29 December 1916.

Awaiting Copyright Approval

Source C

Attack, a poem by Siegfried Sassoon, a British junior officer on the Western Front, 1917.

Awaiting Copyright Approval

Source D

Extract from 'Life in the Trenches', found on the internet reference site:
www.wordiQ.com (accessed 15 November 2004).

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