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Centre Number

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Student Number

**2006**  
**HIGHER SCHOOL CERTIFICATE**  
**EXAMINATION**

# 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

#### **25 marks**

- Attempt Questions 1–3
- Allow about 45 minutes for this section

### **Section II** Pages 7–9

#### **25 marks**

- Attempt ONE question from Questions 4–12
- Allow about 45 minutes for this section

### **Section III** Page 10

#### **25 marks**

- Attempt BOTH parts of Question 13
- Allow about 45 minutes for this section

### **Section IV** Pages 11–13

#### **25 marks**

- Attempt ONE question from Questions 14–20
- Allow about 45 minutes for this section

## Section I — World War I 1914–1919

25 marks

Attempt Questions 1–3

Allow about 45 minutes for this section

Answer the questions in the spaces provided.

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

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	Marks
<b>Question 1</b> (5 marks)	
(a) Using Source A:	
(i) Name ONE way Germany retaliated against the British and French naval blockade.	1
.....	
.....	
(ii) Identify ONE reason for the USA’s declaration of war on Germany.	1
.....	
.....	
(iii) Why was Germany able to send massive reinforcements to the west?	1
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.....	
(b) Using Source B:	
According to Lloyd George, why was the war at crisis point?	2
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# Modern History

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Centre Number

**Section I (continued)**

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Student Number

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**Question 2** (10 marks)

Explain why US entry into World War I proved to be the most significant of the war’s turning points.

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

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**Question 2 continues on page 4**



# 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 an historian studying the impact of total war on the home fronts 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 6**

Question 3 (continued)

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**End of Question 3**

## Modern History

### Section II — National Studies

25 marks

Attempt ONE question from Questions 4–12

Allow about 45 minutes for this section

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

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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
- 

**Question 4 — Option A: Australia 1945–1983 (25 marks)** **Marks**

- (a) To what extent did Australia’s foreign policy result in Australia developing a closer relationship with Asian nations in the period 1945–1975? **25**

**OR**

- (b) Evaluate the view that the social policies of the Whitlam government created significant changes in Australian society. **25**

**Question 5 — Option B: China 1927–1949 (25 marks)**

- (a) Account for the difficulty in achieving political stability and national unification in China in the period 1927–1937. **25**

**OR**

- (b) Assess the impact of the development of Maoism on China in the period 1934–1949. **25**

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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
- 

**Question 6 — Option C: Germany 1918–1939** (25 marks) **Marks**

- (a) Assess the importance of nationalism as a cause of the failure of democracy in Germany in the period 1918–1934. **25**

**OR**

- (b) To what extent was Hitler responsible for the development and implementation of Nazi racist policies in Germany in the period to 1939? **25**

**Question 7 — Option D: India 1919–1947** (25 marks)

- (a) Assess the significance of the 1930s' Salt Satyagraha in the development of Indian nationalism. **25**

**OR**

- (b) Evaluate the view that communalism in the 1930s and 1940s ensured the Partition of India in 1947. **25**

**Question 8 — Option E: Indonesia 1959–1998** (25 marks)

- (a) To what extent was Indonesia's foreign policy in the period 1959–1965 aimed at improving Sukarno's domestic political position? **25**

**OR**

- (b) Evaluate the success of Suharto's New Order in overcoming Indonesia's social, political and economic challenges in the period 1965–1998. **25**



**Question 9 — Option F: Japan 1904–1937 (25 marks)**

- (a) Evaluate the view that tensions between tradition and modernisation led to the failure of democracy in Japan in the period 1904–1929. **25**

**OR**

- (b) To what extent did the Great Depression contribute to the rise of militarism in Japan in the 1930s? **25**

**Question 10 — Option G: Russia and the Soviet Union 1917–1941 (25 marks)**

- (a) How significant was military victory in the Civil War for the Bolshevik consolidation of power in the period up to 1924? **25**

**OR**

- (b) Evaluate the view that Stalinism produced positive changes for Soviet society. **25**

**Question 11 — Option H: South Africa 1960–1994 (25 marks)**

- (a) Evaluate the view that the *apartheid* ‘vision for democracy’ necessitated state terror and repression. **25**

**OR**

- (b) How significant was the role of Steve Biko and the Black Consciousness Movement in the development of resistance to *apartheid*? **25**

**Question 12 — Option I: USA 1919–1941 (25 marks)**

- (a) To what extent was the Great Depression a result of Republican economic policies in the 1920s? **25**

**OR**

- (b) How accurate is it to describe America’s foreign policy as isolationist in the period 1919–1941? **25**

### Section III — Personalities in the Twentieth Century

25 marks

Attempt BOTH parts of Question 13

Allow about 45 minutes for this section

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

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

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

**Marks**

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 the front of your writing booklet(s) under your student number.

**Question 13** (25 marks)

- (a) Outline the main features in the background and rise to prominence of the twentieth-century personality you have studied. **10**
- (b) To what extent does history present us with a balanced interpretation of this personality? **15**

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 14–20**

**Allow about 45 minutes for this section**

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

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

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

	<b>Marks</b>
<b>Question 14 — Option A: Anglo-Irish Relations 1968–1998</b> (25 marks)	
(a) Evaluate the view that sectarianism was the major cause of conflict in Northern Ireland in the 1960s and 1970s.	<b>25</b>

**OR**

(b) To what extent did conflict produce an effective popular movement in support of the peace process in the 1980s and 1990s?	<b>25</b>
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### **Question 15 — Option B: Conflict in Europe 1935–1945** (25 marks)

(a) Evaluate the view that the dictators Hitler and Mussolini were primarily responsible for the tensions that led to the outbreak of war in Europe in 1939.	<b>25</b>
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**OR**

(b) To what extent was the Soviet Union (Russia) responsible for the Allied victory in the conflict in Europe?	<b>25</b>
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In this section you will be assessed on how well you:

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

**Question 16 — Option C: Conflict in Indochina 1954–1979** (25 marks) **Marks**

- (a) Evaluate the view that an inability to separate nationalism from communism dominated US policy towards Indochina in the period 1954–1968. **25**

**OR**

- (b) Assess the significance of the 1968 Tet Offensive as part of North Vietnam’s strategy in achieving victory in the Second Indochina War. **25**

**Question 17 — Option D: Conflict in the Pacific 1937–1951** (25 marks)

- (a) Account for the defeat of Japan in 1945 despite its dominant strategic position in 1942. **25**

**OR**

- (b) Evaluate the view that the aims of the Allied powers were achieved successfully in the Occupation of Japan in the period up to 1951. **25**

**Question 18 — Option E: Arab–Israeli Conflict 1948–1996** (25 marks)

- (a) Assess the impact of the 1948 Arab–Israeli War on the development of conflict in the Middle East in the period 1948–1967. **25**

**OR**

- (b) Evaluate the view that the Palestinian *Intifada* (1987–1994) resulted in increased Israeli support for the peace process. **25**

**Question 19 — Option F: The Cold War 1945–1991 (25 marks)**

- (a) Evaluate the view that the Korean War was the most significant crisis affecting superpower relations in the period 1948–1962. **25**

**OR**

- (b) Assess the impact of the Soviet invasion of Afghanistan on the development of the Cold War in the period 1979–1991. **25**

**Question 20 — Option G: The United Nations as Peacekeeper 1946–2001  
(25 marks)**

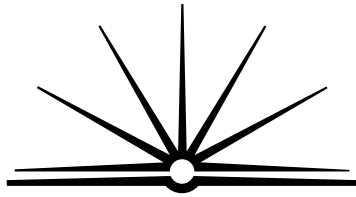
- (a) To what extent did the Cold War undermine the UN’s effectiveness as a peacekeeper in the period up to the end of the 1980s? **25**

**OR**

- (b) Evaluate the effectiveness of UN humanitarian agencies in meeting the humanitarian challenges that faced the international community in the period up to 2001. **25**

**End of paper**

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

**2006**

**HIGHER SCHOOL CERTIFICATE  
EXAMINATION**

# Modern History

## Source Booklet

### **Instructions**

Detach this source booklet

**Source A** Page 2

**Source B** Page 2

**Source C** Page 2

**Source D** Page 3

### Source A

An extract from J.H. Allsopp & H.R. Cowie's *Challenge and Response: A History of the Modern World*, Melbourne, 1981.

The blockade of European ports by the British and French navies forced Germany into making desperate improvisations . . . In retaliation the German U-boats attempted to starve Britain by sinking supply ships. Continued violations of American neutral shipping forced the USA to declare war on Germany in April 1917 . . . but it took her many months to raise and equip an army to send to Europe. Meanwhile the defeat of Russia in the east had allowed Germany to send massive reinforcements to the west, where the German forces launched a new offensive in March 1918.

Challenge & Response, A History of the Modern World Vol 2, Allsopp & Cowie, Nelson Thomas, 1982

### Source B

Extract from a speech by British Prime Minister Lloyd George, reported in the London newspaper *The Times* on 29 March 1918.

We are at the crisis of the war. Attacked by an immense superiority of German troops, our Army has been forced to retire. The retirement has been carried out methodically before the pressure of a steady succession of fresh German reserves . . . but this battle, the greatest and most momentous in the history of the world, is only just beginning. Throughout it, French and British morale is boosted with the knowledge that the USA will neglect no effort which can hasten its troops and ships to Europe. In war, time is vital.

### Source C

Extract from former American ambassador James Gerard's *My Four Years in Germany*, London, 1917.

As food became scarce green vegetables and fruits were exempt from the ration card system, as were chickens, ducks, geese, turkeys and game. Because of these exemptions the rich usually managed to live well, although the price of a goose rose to ridiculous heights . . .

In the third winter of the war, owing to a breakdown of means of transportation and want of labourers, coal became very scarce. All public places, such as theatres and picture galleries, were closed in Munich for want of coal. In Berlin the suffering was not so great, but even the circus elephants were pressed into service to draw the coal carts from the railway stations . . .

As more and more men were called to the front, women were employed in unusual work. The new underground railroad in Berlin is being built largely by female labour. Women are employed on the railroads, working with pickaxes on the road bed. The card system was applied to meat, potatoes, milk, sugar, butter and soap.



Source D

British Poster produced by the Ministry of Food, 1917.



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