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Centre Number

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Student Number

2009
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.

Question 1 (5 marks)

(a) Using Source A:

(i) Name ONE country the German army entered on its way to France. **1**

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(ii) How was the Schlieffen Plan modified? **1**

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(b) Using Source B:

List THREE reasons why the Schlieffen Plan was unworkable. **3**

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Modern History

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Centre Number

Section I (continued)

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Student Number

Question 2 (10 marks)

Explain why there was a stalemate on the Western Front by the end of 1914.

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

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Question 2 continues on page 4

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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 impact of World War I on women's lives and experiences in Britain.

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

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.

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)

- (a) The Liberal and Labor parties had different visions for post-war Australia. Explain the impact of these different visions on Australia up to the end of the Menzies era. 25

OR

- (b) Assess the impact on Australia of the major social and economic changes during the Whitlam and Fraser governments. 25

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

- (a) To what extent was the Long March important in the rise and consolidation of Maoism? 25

OR

- (b) The Guomindang (GMD/Kuomintang) and the Chinese Communist Party (CCP) had different strategies towards the Japanese invasion. Evaluate the view that this led to the Communist victory in China in 1949. 25

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)

- (a) To what extent did weaknesses in the Weimar Republic account for the growth and rise to power of the Nazi Party to 1933? **25**

OR

- (b) Assess the impact of Nazi propaganda, terror and repression on the German people from 1933 to 1939. **25**

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

- (a) Assess the role of Gandhi in changing the nature of British imperialism in India. **25**

OR

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

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

- (a) Assess the impact of Indonesia's foreign policy on domestic politics from 1959 to 1965. **25**

OR

- (b) Evaluate the role and influence of the army in the successes and failures of the New Order in Indonesia. **25**

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

- (a) To what extent did traditional Japanese power and authority structures affect democracy in Japan in the 1920s and 1930s? **25**

OR

- (b) Evaluate the significance of militarism in the development of Japanese foreign policy in the 1930s. **25**

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

- (a) How significant was Lenin’s leadership in the Bolshevik consolidation of power in the period to 1924? **25**

OR

- (b) To what extent can Stalinism be considered totalitarianism in the period to 1941? **25**

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

- (a) How important were Steven Biko and the Black Consciousness Movement in the growth of national resistance to *apartheid*? **25**

OR

- (b) To what extent were international factors important in the final collapse of *apartheid*? **25**

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

- (a) Account for growing social tensions in US society during the 1920s. **25**

OR

- (b) To what extent did the New Deal solve the social and economic problems created by the Great Depression in the USA? **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.

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
-

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 life of the personality you have studied. 10
- (b) ‘Individuals are products of their times.’ 15

How accurate is this statement in relation 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 14–20

Allow about 45 minutes for this section

Answer the 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 argument with relevant, accurate, historical information
 - use historical terms and concepts appropriately
-

Question 14 — Option A: Anglo-Irish Relations 1968–1998 (25 marks)

- (a) To what extent were paramilitary groups responsible for prolonging the conflict in Northern Ireland between 1968 and 1998? **25**

OR

- (b) Assess the roles of Britain and the Irish Republic in securing peace in Northern Ireland after 1985. **25**

Question 15 — Option B: Conflict in Europe 1935–1945 (25 marks)

- (a) To what extent was the policy of appeasement responsible for the outbreak of war in Europe in 1939? **25**

OR

- (b) Assess the significance of the conflict in North Africa to Allied victory in the European War. **25**

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)

- (a) Assess the importance of the Geneva Peace Agreement to developments within North and South Vietnam to 1964. **25**

OR

- (b) To what extent were the anti-war movements in the United States responsible for communist victory in the Second Indochina War? **25**

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

- (a) To what extent did Japanese nationalism lead to the bombing of Pearl Harbor in 1941? **25**

OR

- (b) Evaluate the view that the United States had no option but to use the atomic bomb in 1945. **25**

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

- (a) Assess the consequences of the 1967 (Six Day) War for Arab–Israeli relations. **25**

OR

- (b) Account for changes in the aims and methods of the Palestinian Liberation Organisation in the Arab–Israeli conflict between 1964 and 1996. **25**

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

- (a) To what extent were emerging differences between the superpowers responsible for the origins of the Cold War to 1949? **25**

OR

- (b) Assess the role of the arms race in maintaining Cold War tensions after 1949. **25**

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

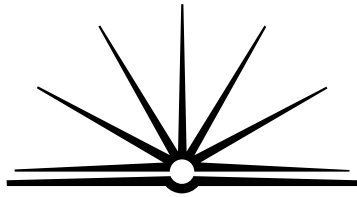
- (a) Assess the effectiveness of the United Nations as a peacekeeper during the 1960s and 1970s. Support your answer with reference to any TWO areas of peacekeeping from that period. **25**

OR

- (b) To what extent was the effectiveness of the United Nations restricted by Cold War tensions? **25**

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BOARD OF STUDIES
NEW SOUTH WALES

2009

**HIGHER SCHOOL CERTIFICATE
EXAMINATION**

Modern History

Source Booklet

Instructions

Detach this source booklet

Source A Page 2

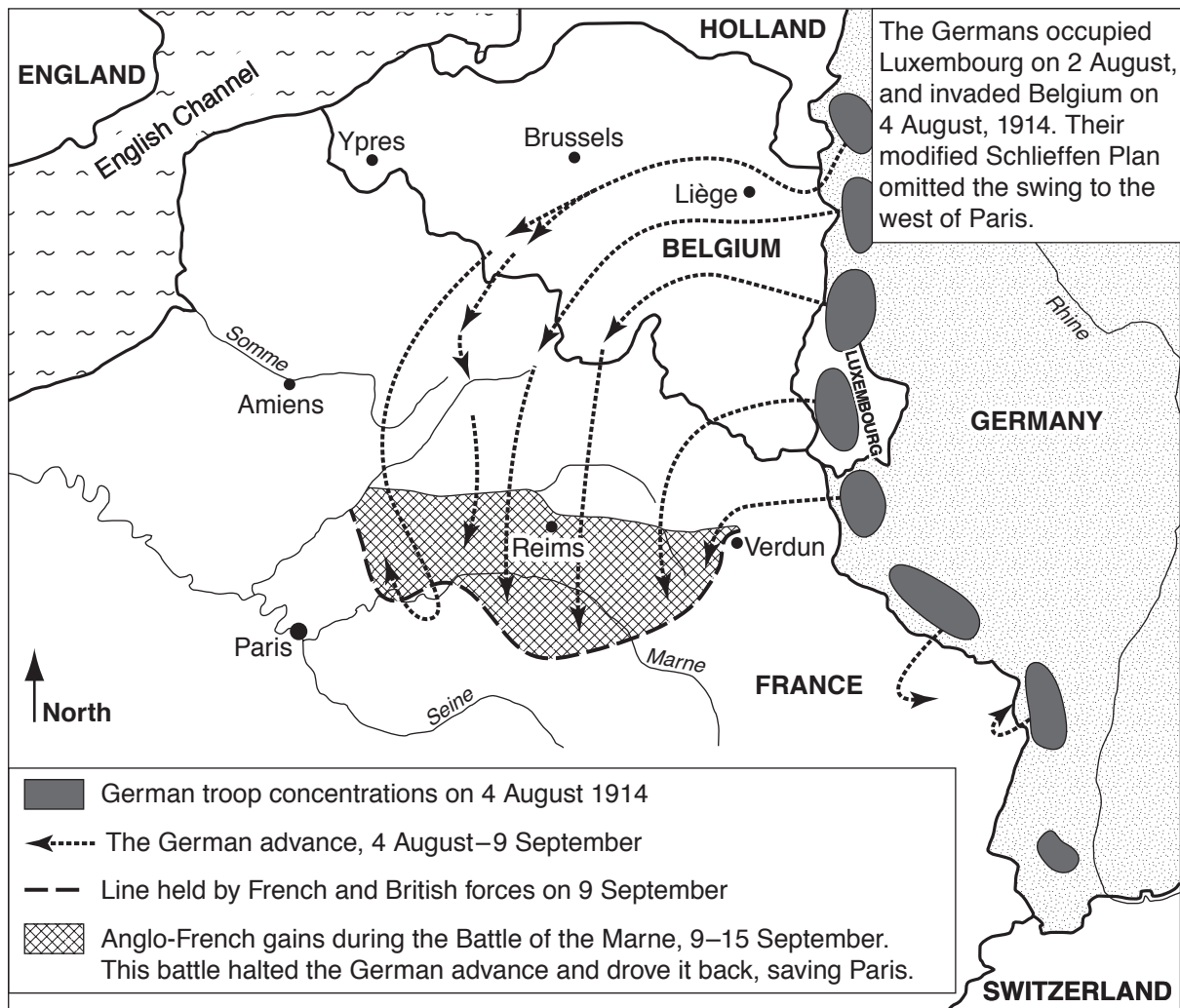
Source B Page 2

Source C Page 3

Source D Page 3

Source A

Map of the German advance into France, August–September 1914.



© Martin Gilbert, Routledge Atlas of the World War (third edition, 2008)
ISBN: 978-0-415-46038-5. Reproduced by permission of Taylor & Francis Books UK

Source B

Extract from Peter Simkins, Geoffrey Jukes and Michael Hickey, *The First World War: The War to End All Wars*, London, 2003.

Schlieffen estimated that should Germany have to face both France and Russia, the latter would be slower to mobilise and deploy. This gave Germany a vital margin of some six weeks in which to overcome France by means of a massive and rapid campaign in the west.

Historians have rightly observed that, even as originally conceived, the Schlieffen Plan was unworkable. It paid insufficient heed to the problems of over-extended supply lines, inadequate communications systems, the fatigue of troops and the unpredictability of battle. It also miscalculated the speed of Russian mobilisation and the level of resistance which Belgian forces and civilians would offer. However, it is equally true to say that the changes wrought by Moltke did little or nothing to improve it and further undermined its already tenuous prospects of success.

Text by Peter Simkins, Geoffrey Jukes and Michael Hickey, taken from *ESP: The First World Wars; The War to End all Wars*.
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Source C

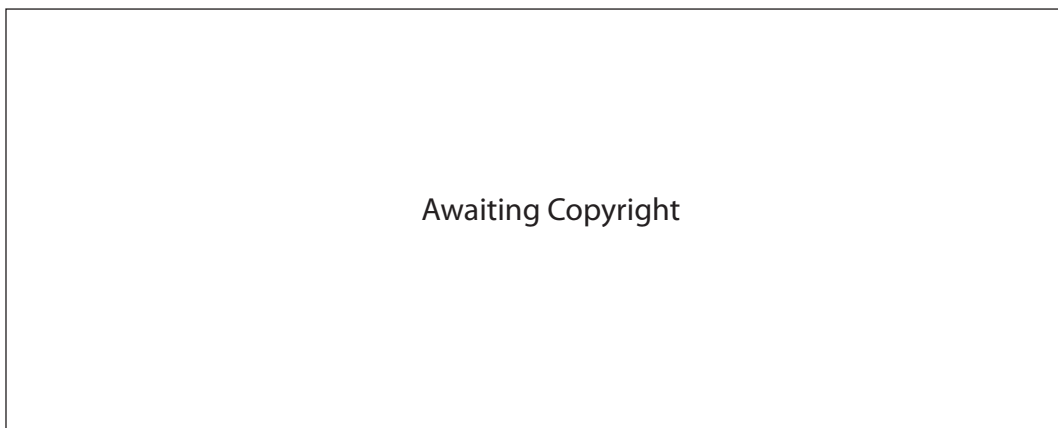
A British government photograph of a female munitions worker checking shell primers in 1917.



© Getty Images

Source D

Extract from Richard Van Emden and Steve Humphries, *All Quiet on the Home Front*, London, 2003.



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