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Centre Number

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Student Number

**2011**

**HIGHER SCHOOL CERTIFICATE  
EXAMINATION**

# Modern History

## General Instructions

- Reading time – 5 minutes
- Working time – 3 hours
- Write using black or blue pen  
Black pen is preferred
- 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 Pages 2–6

#### 25 marks

This section has two parts, Part A and Part B

- Allow about 45 minutes for this section

Part A – 15 marks

- Attempt Questions 1–9

Part B – 10 marks

- Attempt Question 10

### Section II Pages 7–9

#### 25 marks

- Attempt ONE question from Questions 11–19
- Allow about 45 minutes for this section

### Section III Page 10

#### 25 marks

- Attempt BOTH parts of Question 20
- Allow about 45 minutes for this section

### Section IV Pages 11–13

#### 25 marks

- Attempt ONE question from Questions 21–27
- 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 1–9

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 What is the purpose of Source A? 1
- (A) To promote conscription
- (B) To show the discipline of the British Army
- (C) To encourage British men to enlist voluntarily
- (D) To gain the support of British women for the war effort
- 2 Using Source A and your own knowledge, which statement best describes the situation regarding conscription at the start of World War I? 1
- (A) Both Britain and Germany had conscription.
- (B) Britain had conscription and Germany did not.
- (C) Neither Britain nor Germany had conscription.
- (D) Britain did not have conscription and Germany did.
- 3 According to Source B, why was the tank designed? 1
- (A) To protect soldiers
- (B) To overcome obstacles to movement
- (C) To improve reconnaissance of the battlefield
- (D) Because aeroplanes could not achieve what the cavalry could

- 4** According to Source *B*, what is a possible reason for the aeroplane taking over reconnaissance from the cavalry? **1**
- (A) The cavalry was used for other duties.
- (B) The new weapon had received its baptism of fire.
- (C) The physical obstacles on the battlefield affected mobility.
- (D) The tank had largely replaced the cavalry by September 1916.
- 5** According to Source *C*, what were TWO dangers faced by soldiers in the trenches during World War I? **2**
- .....
- .....
- 6** What detail in Source *C* best suggests that this photograph was taken in the early part of the war? **1**
- (A) The cleanliness of the soldiers' uniforms
- (B) The wearing of goggles and gauze masks
- (C) The newly-constructed nature of the trench
- (D) The presence of vegetation behind the trench
- 7** Which of the following is NOT given as a reason for 'the happy German achievement' in Source *D*? **1**
- (A) German fighting spirit was fully awakened.
- (B) German tanks created a great counter-thrust.
- (C) German artillery paid them back with interest.
- (D) German soldiers were skilful in dodging and using cover.
- 8** Read statements 1 and 2 then select the correct answer. **1**
- Statement 1. According to Source *E*, there was little resistance to the attack because it began at four o'clock in the morning.
- Statement 2. According to Source *E*, the preliminary bombardment was an important factor in the Allied success on the first day.
- (A) Both statements are correct.
- (B) Neither statement is correct.
- (C) Only Statement 1 is correct.
- (D) Only Statement 2 is correct.



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

6

Outline the strategies and tactics used to break the stalemate on the Western Front.

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2011 HIGHER SCHOOL CERTIFICATE EXAMINATION

# Modern History

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Centre Number

## Section I (continued)

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Student Number

**Part B – 10 marks**

**Attempt Question 10**

**Allow about 20 minutes for this part**

Answer the question in the space provided. This space provides guidance for the expected length of response.

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### Question 10 (10 marks)

How useful would Sources *C* and *D* be for a historian studying the strategies and tactics used to break the stalemate on the Western Front?

**10**

In your answer consider the perspectives provided by the TWO sources and the reliability of each one.

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Question 10 continues on page 6



## Modern History

### Section II — National Studies

25 marks

Attempt ONE question from Questions 11–19

Allow about 45 minutes for this section

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

---

In your answer you 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 11 — Option A: Australia 1945–1983 (25 marks)

- (a) Account for the defeat of the Labor government in 1949. 25

OR

- (b) Assess the impact of immigration on Australian society after World War II. 25

#### Question 12 — Option B: China 1927–1949 (25 marks)

- (a) *The Guomindang (GMD/Kuomintang) Nationalist Government was more successful in resolving political issues than economic and social issues in China from 1927 to 1937.* 25

How accurate is this statement?

OR

- (b) How significant was ideology in the triumph of the Chinese Communist Party (CCP) by 1949? 25

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In your answer you 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 13 — Option C: Germany 1918–1939 (25 marks)**

- (a) *The impact of the Treaty of Versailles on the Weimar Republic to 1929 was more significant than any other factor.* **25**

How accurate is this statement?

**OR**

- (b) Account for the initial consolidation of Nazi power in 1933–1934. **25**

**Question 14 — Option D: India 1919–1947 (25 marks)**

- (a) Assess the impact of *satyagraha* on nationalism in India in the 1920s and 1930s. **25**

**OR**

- (b) Account for the demand for Pakistan to be an independent state. **25**

**Question 15 — Option E: Indonesia 1959–1998 (25 marks)**

- (a) The 1965 coup significantly changed the nature of Indonesian politics. **25**

How accurate is this statement?

**OR**

- (b) How successful was Indonesia's foreign policy in achieving its aims during the 1990s? **25**



**Question 16 — Option F: Japan 1904–1937 (25 marks)**

- (a) To what extent was democracy able to challenge traditional power and authority in Japan in the 1920s? **25**

**OR**

- (b) Assess the impact of the army on Japan during the 1930s. **25**

**Question 17 — Option G: Russia and the Soviet Union 1917–1941 (25 marks)**

- (a) To what extent was Lenin responsible for the Bolshevik consolidation of power? **25**

**OR**

- (b) Assess the impact of Stalinism on the Soviet state until 1941. **25**

**Question 18 — Option H: South Africa 1960–1994 (25 marks)**

- (a) To what extent was the ideology of apartheid reflected in practice? **25**

**OR**

- (b) Assess the role of the African National Congress (ANC) and one other anti-apartheid movement in the resistance to apartheid. **25**

**Question 19 — Option I: USA 1919–1941 (25 marks)**

- (a) Why was F D Roosevelt more successful than Herbert Hoover in his attempts to halt the Depression? **25**

**OR**

- (b) To what extent did US foreign policy achieve its aims in 1919–1941? **25**

### Section III — Personalities in the Twentieth Century

**25 marks**

**Attempt BOTH parts of Question 20**

**Allow about 45 minutes for this section**

Answer part (a) of the question in a writing booklet.

Answer part (b) of the question in a SEPARATE writing booklet. Extra writing booklets are available.

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In your answer you 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 the front of your writing booklets under your student number.**

#### **Question 20** (25 marks)

Answer part (a) in a writing booklet.

- (a) Provide a detailed description of THREE significant events in the life of the personality you have studied. **10**

Answer part (b) in a SEPARATE writing booklet.

- (b) Assess the contribution of the personality you have studied to their period of national and/or international history. **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 21–27**

**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 your answer you 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 21 — Option A: Anglo–Irish Relations 1968–1998 (25 marks)**

- (a) Assess the impact on civilians of the IRA campaigns during the period 1973–1983. **25**

**OR**

- (b) To what extent did the aims, policies and tactics of both nationalist and loyalist organisations contribute to peacemaking attempts in the period 1985–1997? **25**

### **Question 22 — Option B: Conflict in Europe 1935–1945 (25 marks)**

- (a) Assess the effectiveness of the League of Nations to the maintenance of peace in Europe to 1939. **25**

**OR**

- (b) Evaluate the significance of ‘D’ Day and the liberation of France in bringing about the end of the conflict in Europe by 1945. **25**

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In your answer you 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 23 — Option C: Conflict in Indochina 1954–1979 (25 marks)**

- (a) Assess the importance of nationalism to the Vietnamese up to 1965. **25**

**OR**

- (b) From 1965 the US implemented a policy of direct military involvement in Vietnam. **25**

Evaluate the consequences of this policy.

**Question 24 — Option D: Conflict in the Pacific 1937–1951 (25 marks)**

- (a) To what extent was Japanese foreign policy from 1937 to 1941 responsible for the increasing tensions that eventually led to war? **25**

**OR**

- (b) How successful was the Allied Occupation of Japan in achieving its aims to 1951? **25**

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

- (a) Assess the impact of the 1973 Yom Kippur War on the Arab-Israeli conflict. **25**

**OR**

- (b) Explain the significance to the peace process of the assassination of Yitzhak Rabin and the election of Benjamin Netanyahu in 1996. **25**

**Question 26 — Option F: The Cold War 1945–1991 (25 marks)**

- (a) Assess the importance of the arms race in the development of the Cold War to 1968. **25**

**OR**

- (b) *The disarmament agreements 1987–1991 were the most significant factor in bringing about the end of the Cold War.* **25**

How accurate is this statement?

**Question 27 — Option G: The United Nations as Peacekeeper 1946–2001 (25 marks)**

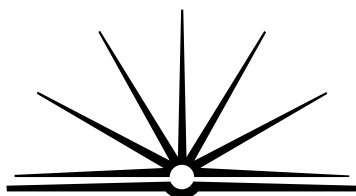
- (a) How successful has the United Nations (UN) been in addressing tensions between internationalism and national sovereignty? **25**

**OR**

- (b) Evaluate the effectiveness of the United Nations (UN) and its agencies in dealing with poverty, racism, refugees and AIDS. **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

**2011**

**HIGHER SCHOOL CERTIFICATE  
EXAMINATION**

# Modern History

## Source Booklet

### **Instructions**

Detach this source booklet

**Source A** Page 2

**Source B** Page 2

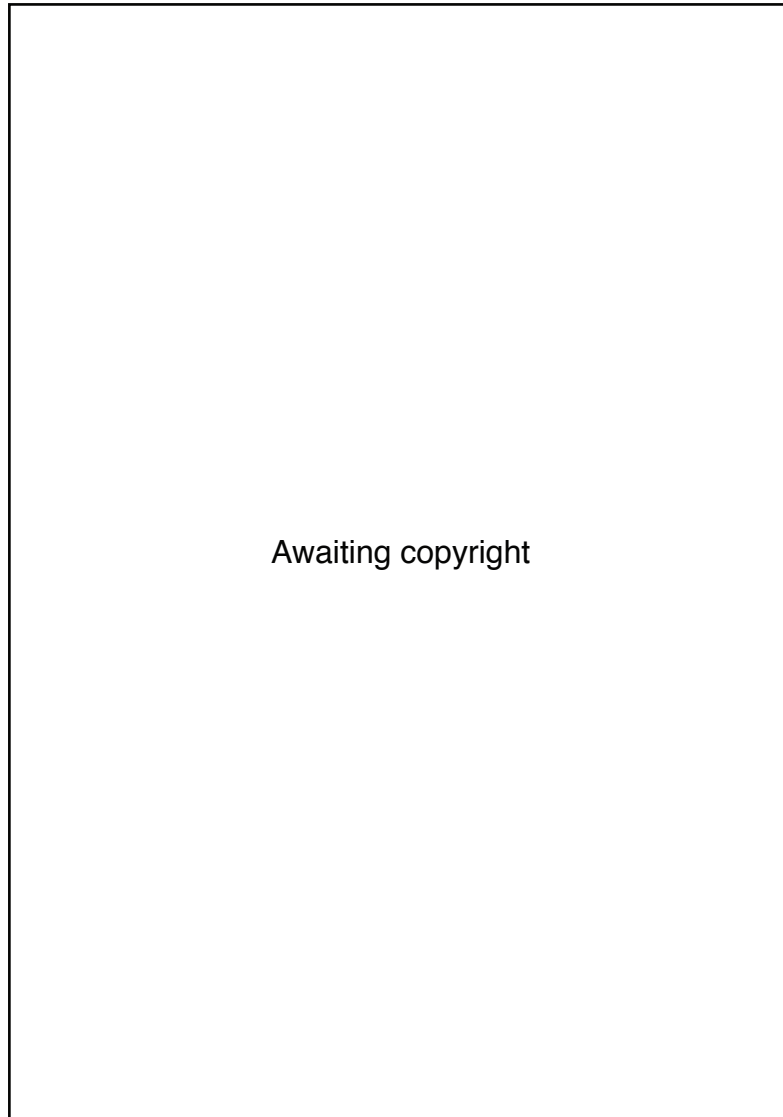
**Source C** Page 3

**Source D** Page 3

**Source E** Page 4

**Source A**

British poster, from about 1915.



**Source B**

Extract from David Lance, 'Tank on the Somme' in Peter Vansittart, *Voices from the Great War*, 1981.

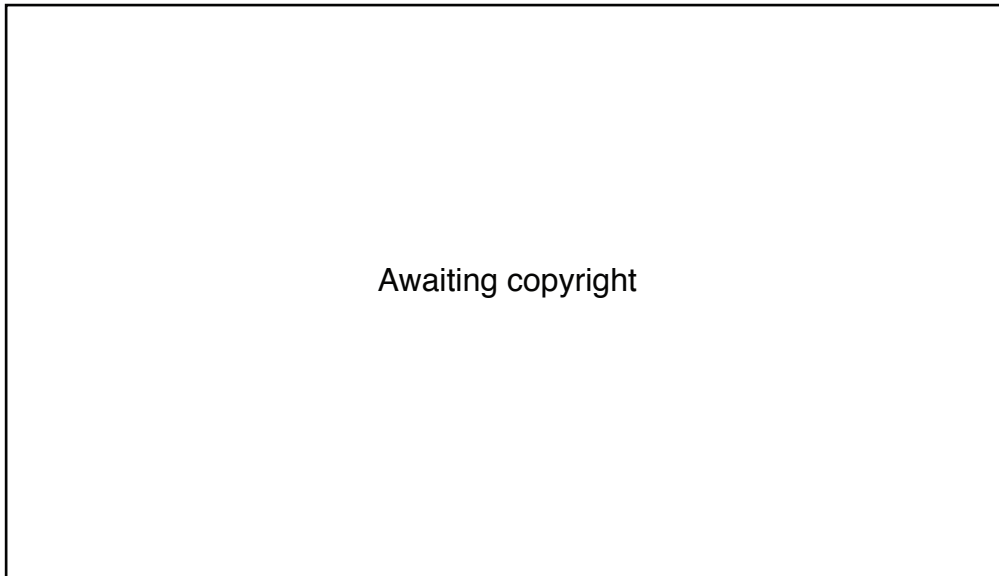


\* militated: *operated*



### Source C

Photograph of British soldiers in a trench at Ypres.



### Source D

Extract from the report of Max Osborn, journalist and official German observer at the Battle of Passchendaele, 31 July–1 August, 1917 in Horne, Charles F. (ed.), *Source Records of World War I*, Vol. V, 1998.

*What were the battles of the Somme, Arras, the Aisne and Champagne against this earthquake of Flanders?*

*... our losses are not so large ... Our men have become masters in the art of dodging and using cover ... [the] projectiles of the enemy care not where they strike, be it human life, wire entanglements, or trench ...*

*There is one consolation: Our artillery pays them back with interest ...*

*the German fighting spirit [has been] fully awakened, and heroes flung themselves ... against the advancing masses and seriously weakened the flanks of the oncoming troops. ...*

*It was the mightiest counter-thrust ... which the world has ever seen. Nightfall witnessed the happy German achievement.*

Source: Extract from the report of Max Osborn, journalist and official German observer at the Battle of Passchendaele, 31 July - 1 August, 1917 in Horne, Charles F. (ed), *Source of Records of World War I*, Vol. V, 1998.

**Source E**

Extracts from war correspondent Percival Phillips, published in the *Daily Express*, 1 August, 1917, in Martin Farrar, *News From the Front: War Correspondents on the Western Front 1914–1918*, 1998.



\* shouting in unison: *firing at the same time*