

BOARD OF STUDIES  
NEW SOUTH WALES

# 2006 HSC Specimen Paper

**Modern History**

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**2006HSC Specimen Paper**

## Modern History

### Introduction

This document contains the specimen examination paper for the 2006 Higher School Certificate examination in Modern History. A mapping grid is also included, showing how each question in the examination relates to the syllabus outcomes and content, and to the performance bands.

The specimen paper shows the format of the HSC examination for the revised syllabus. As currently happens in the Modern History examination, questions on Section I of the examination paper will be answered by students in the question booklet itself.

This specimen paper has been produced in accordance with the Board's *Principles for Setting HSC Examinations in a Standards-Referenced Framework*, published in Board Bulletin Volume 8 Number 9 (Nov/Dec 99). Questions are closely related to the outcomes of the course, and the paper as a whole is structured to allow for appropriate differentiation of student performance at all levels on the performance scale.

The paper has been designed so that students have a clear understanding of what they are required to do in each question and in working through the paper. Instructions have been standardised, and the demands of the questions have been made explicit. Key words in questions, such as 'discuss', 'analyse', and 'explain', have been used consistently in accordance with the glossary definitions published in the Board's *Assessment Support Document*.

This specimen paper is an example of the type of examination that could be prepared within the examination specifications in the revised Modern History syllabus. Examinations will be based on the syllabus, and will test a representative sample of syllabus outcomes. Therefore, the range and balance of outcomes tested in HSC examinations in 2006 and subsequent years may differ from those addressed in the specimen paper.

The mapping grid is an important feature of the development of the examination. It aids in ensuring that the examination as a whole samples a range of content and outcomes, and allows all students the opportunity to demonstrate their level of achievement.

There are a number of points to note in considering the Modern History specimen examination paper:

- In Question 1, the number of parts and the mark allocation may vary from year to year.
- The nature and extent of stimulus and source material may vary in Section I.
- A rubric indicating general criteria for judging performance has been placed at the beginning of Section II, Section III and Section IV of the paper to clearly indicate the factors that will be used to assess responses to the questions. These criteria are in addition to criteria specific to each question.

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Centre Number

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Student Number

**2006**  
**HIGHER SCHOOL CERTIFICATE**  
**SPECIMEN 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 7–10

#### 25 marks

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

### Section III Page 11

#### 25 marks

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

### Section IV Pages 12–14

#### 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) Which army made advances on the Western Front between March and July 1918?	1
.....	
.....	
(ii) Which army made advances on the Western Front between August and November 1918?	1
.....	
.....	
(b) Using Source B:	
Give THREE examples of improvements in the methods of warfare used between July and October 1918.	3
.....	
.....	
.....	
.....	
.....	
.....	
.....	









## Modern History

### Section II — National Studies

**25 marks**

**Attempt ONE question from Questions 4–12**

**Allow about 45 minutes for this section**

Answer each 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)**

- (a) Assess the impact of communism on Australian foreign policy in the period 1945–1975. **25**

**OR**

- (b) Evaluate the view that changes in Australia’s immigration patterns in the period 1945–1983 had transformed Australian society by 1983. **25**

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

- (a) Evaluate the view that both the Guomindang (GMD) and Chinese Communist Party (CCP) had national unification as their major goal in the period 1927–1937. **25**

**OR**

- (b) Account for the communist victory in the Chinese Civil War. **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
- 

**Marks**

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

- (a) Evaluate the view that democracy was succeeding in Germany until the start of the Depression in 1929. **25**

**OR**

- (b) Assess the effectiveness of the Nazi Party in creating changes in German society in the period 1933–1939. **25**

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

- (a) Account for the changing nature of British imperialism in India in the period 1919 to 1947. **25**

**OR**

- (b) Evaluate the view that the All-India Muslim League was largely responsible for ensuring that India was partitioned in 1947. **25**

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

- (a) Assess the significance of nationalism in the development of the Indonesian state in the period 1959–1975. **25**

**OR**

- (b) Evaluate the view that the Indonesian army was largely responsible for the Suharto regime's failure to address political and social challenges. **25**

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

- (a) Evaluate the view that territorial expansion undermined support for internationalism in Japan in the period 1904–1931. **25**

**OR**

- (b) Assess the impact of modernisation on Japanese society in the period 1919–1937. **25**

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

- (a) Assess the effectiveness of the Bolshevik government in creating changes in society in the period 1917–1928. **25**

**OR**

- (b) Evaluate the view that Soviet foreign policy was dominated by practical rather than ideological concerns in the period 1928–1941. **25**

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

- (a) Evaluate the view that apartheid failed to stop social change in South Africa. **25**

**OR**

- (b) Assess the importance of international responses in bringing about the collapse of apartheid. **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
- 

**Marks**

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

- (a) Assess the impact of industrialisation on American society in the 1920s and 1930s. **25**

**OR**

- (b) Evaluate the view that Roosevelt’s New Deal successfully dealt with the problems created by the Great Depression in the period 1929–1941. **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.

Identify the personality at the beginning of your answer.

**Question 13** (25 marks)

- (a) Describe the rise to prominence of the Twentieth Century personality you have studied. **10**
- (b) ‘Those who are inspired by an ideal rather than self-interest make the biggest impact on history.’ **15**

To what extent does the study of your personality support this view?

The personalities prescribed for study are listed below.

Yasser Arafat	Mohammed Ali Jinnah	Leni Riefenstahl
Joseph Benedict Chifley	Alexandra Kollontai	Eleanor Roosevelt
Herbert Evatt	Douglas MacArthur	Albert Speer
Mikhail Gorbachev	Nelson Mandela	Achmad Sukarno
Emperor Hirohito	Golda Meir	Sun Yixian (Sun Yat-sen)
Ho Chi Minh	Robert Gordon Menzies	Leon Trotsky
Kita Ikki	Bernard Law Montgomery	Woodrow Wilson
William Randolph Hearst	Jawaharlal Nehru	Isoruku Yamamoto
J Edgar Hoover	Ian Paisley	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) Assess the impact of Irish nationalism on the growth of conflict in Northern Ireland in the period 1968–1985.	<b>25</b>
<b>OR</b>	
(b) Evaluate the impact of new approaches by Tony Blair and Bertie Ahearn on attempts at peacemaking.	<b>25</b>
<b>Question 15 — Option B: Conflict in Europe 1935–1945</b> (25 marks)	
(a) To what extent was the collapse of collective security the main cause of the conflict in Europe?	<b>25</b>
<b>OR</b>	
(b) Assess the impact of the conflict in Europe on civilians in Britain AND EITHER Germany OR the Soviet Union.	<b>25</b>
<b>Question 16 — Option C: Conflict in Indochina 1954–1979</b> (25 marks)	
(a) To what extent was nationalism a cause of conflict in Indochina in the period 1954–1968?	<b>25</b>
<b>OR</b>	
(b) Account for the communist victory in the Second Indochina War.	<b>25</b>

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

- (a) To what extent was the conflict in the Pacific a result of US and British responses to Japanese imperialism in the period 1937–1941? **25**

**OR**

- (b) Assess the impact of the conflict in the Pacific on the home fronts of Australia and Japan. **25**

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

- (a) Assess the impact of the 1967 (Six Day) War on the development of the Arab–Israeli conflict in the period up to 1996. **25**

**OR**

- (b) Account for the failure of attempts at peacemaking to find a solution to the Arab–Israeli conflict in the period 1979–1996. **25**

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

- (a) Assess the effectiveness of the US policy of containment in the Cold War in the period up to 1968. **25**

**OR**

- (b) How significant were US President Reagan’s policies in ending the Cold War. **25**

**Please turn over**

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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**

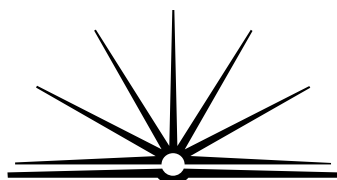
**Question 20 — Option G: The United Nations as Peacekeeper 1946–2001**  
(25 marks)

- (a) Assess the effectiveness of the United Nations in enforcing its resolutions in the period up to 1973. **25**

**OR**

- (b) With reference to TWO major conflicts, evaluate the effectiveness of the United Nations as an international peacekeeper in the period 1990–2001. **25**

**End of paper**



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

## **2006 HSC Modern History Specimen Paper Sample Marking Guidelines**

### **Section I — World War I 1914–1919**

#### **Question 1 (a) (i)**

*Outcomes assessed: H3.2*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• German	1

#### **Question 1 (a) (ii)**

*Outcomes assessed: H3.2*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Allied	1

**Question 1 (b)**

*Outcomes assessed: H3.2*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides three examples of improved methods of warfare within the given period</li> </ul>	3
<ul style="list-style-type: none"> <li>Provides two examples of improved methods of warfare within the given period</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides one example of improved methods of warfare within the given period</li> </ul>	1

*Sample answer/Answers could include:*

- Cooperation of infantry, tanks and artillery
- Collaboration of machine-gunners and Royal Air Force
- Use of aircraft to drop food supplies

**Question 2**

*Outcomes assessed: H2.1, H3.2, H4.1*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a comprehensive explanation that demonstrates breadth of relevant knowledge combined with specific use of the TWO sources</li> <li>Demonstrates a sophisticated understanding of the reasons for the Allied victory in World War I</li> </ul>	9–10
<ul style="list-style-type: none"> <li>Provides a clear explanation with appropriate use of TWO sources with reference to own relevant knowledge</li> <li>Demonstrates sound knowledge of the reasons for the Allied victory</li> </ul>	7–8
<ul style="list-style-type: none"> <li>Uses relevant knowledge and makes specific reference to at least ONE source but with a limited explanation</li> <li>Makes generalisations about the reasons for the Allied victory and includes some appropriate detail</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Limited use of knowledge and sources, relying largely on simple description or narration</li> </ul>	3–4
<ul style="list-style-type: none"> <li>One or two references to the Allied victory from sources or own knowledge</li> </ul>	1–2

**Question 3***Outcomes assessed: H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Makes a clear judgement which demonstrates an understanding of BOTH sources in the context of their usefulness to the specific investigation in the question</li><li>• Provides an effective discussion of perspective and reliability in the wider context of the historical investigation</li></ul>	9–10
<ul style="list-style-type: none"><li>• Makes a judgement about the usefulness of BOTH sources to the specific investigation but may be uneven in its treatment of them</li><li>• Provides some discussion of perspective and reliability in the wider context of the historical investigation</li></ul>	7–8
<ul style="list-style-type: none"><li>• Provides a limited discussion of the usefulness of BOTH sources to the specific investigation including reference to perspective and reliability</li></ul> OR <ul style="list-style-type: none"><li>• Provides a detailed discussion and evaluation of the usefulness of ONE source to the specific investigation and its perspective and reliability</li></ul>	5–6
<ul style="list-style-type: none"><li>• Generalises about usefulness of the sources and/or reliability/or perspective</li><li>• May paraphrase sources</li></ul>	3–4
<ul style="list-style-type: none"><li>• Some reference to the use of sources generally</li></ul> OR <ul style="list-style-type: none"><li>• Simple description or paraphrase of one or both sources</li></ul>	1–2

## Section II — National Studies

### Questions 4–12

*Outcomes assessed: H1.2, H2.1, H3.4, H4.1, H4.2*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Addresses the question asked with a sophisticated and sustained discussion, which demonstrates a comprehensive understanding of the issue(s) raised in the question</li> <li>Presents a logical, coherent and well-structured response drawing on a clear identification of relevant key features of the period</li> <li>Supports interpretation with detailed, relevant and accurate historical information and makes use of appropriate terms and concepts</li> </ul>	21–25
<ul style="list-style-type: none"> <li>Addresses the question asked with a sound discussion, which demonstrates a well-developed understanding of the issue(s) raised in the question</li> <li>Presents a logical and well-structured response drawing on relevant key features of the period</li> <li>Provides detailed, relevant and accurate historical information and makes use of appropriate terms and concepts</li> </ul>	16–20
<ul style="list-style-type: none"> <li>Addresses the question asked with a relevant but largely narrative or descriptive response (may incorporate a simple argument and/or contain implied understanding of the issue(s) raised in the question)</li> <li>Presents a generally well-structured response, with some identification of the key features of the period</li> <li>Provides adequate relevant and accurate historical information incorporating some historical terms</li> </ul>	11–15
<ul style="list-style-type: none"> <li>Presents a narrative or descriptive response, which is largely relevant but may be generalised and/or incomplete</li> <li>Presents a structured but simple response, with some mention of relevant key features of the period</li> <li>Provides limited accurate historical information incorporating some historical terms</li> </ul>	6–10
<ul style="list-style-type: none"> <li>Attempts a narrative or description which may be only generally relevant and/or seriously incomplete</li> <li>May be disjointed and/or very brief</li> <li>Provides very limited historical information</li> </ul>	1–5

### Section III — Personalities in the Twentieth Century

#### Question 13 (a)

*Outcomes assessed: H1.1, H4.1, H4.2*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents a sustained, logical and well-structured descriptive narration of a representative selection of events in the rise to prominence of the personality</li> <li>• Clearly identifies relevant features and issues in the rise to prominence of the personality</li> <li>• Provides detailed, relevant and accurate historical information using a range of appropriate terms and concepts</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Presents a well-structured descriptive narration of a substantial selection of events in the rise to prominence of the personality</li> <li>• Identifies relevant features and issues in the rise to prominence of the personality</li> <li>• Provides relevant and accurate historical information using appropriate terms and concepts</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Presents a descriptive narration of a selection of events in the rise to prominence of the personality</li> <li>• Identifies some features and issues related to the rise to prominence of the personality</li> <li>• Provides adequate and accurate historical information incorporating some historical terms</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Presents a limited descriptive narration of some events in the rise to prominence of the personality</li> <li>• Makes simple use of historical information incorporating some historical terms</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Makes some simple points about the personality's rise to prominence</li> </ul>	1–2

**Question 13 (b)***Outcomes assessed: H1.1, H1.2, H3.4, H4.1, H4.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Makes a comprehensive and critical judgement of the personality in relation to their historical impact</li><li>• Develops a sustained, logical and well-structured argument supported by detailed, relevant and accurate historical information</li><li>• Provides a clear, sophisticated and critical judgement of the statement in relation to the personality</li></ul>	13–15
<ul style="list-style-type: none"><li>• Provides a coherent judgement of the personality in relation to their historical impact</li><li>• Develops a logical and well-structured argument supported by relevant and accurate historical information</li><li>• Provides a clear judgement of the statement in relation to the personality</li></ul>	10–12
<ul style="list-style-type: none"><li>• Provides some judgement about the personality in relation to their historical impact</li><li>• Presents a structured argument supported by largely accurate historical information</li><li>• Relates the statement to the personality, possibly by implication</li></ul>	7–9
<ul style="list-style-type: none"><li>• Describes some aspects of the personality's historical impact</li><li>• Makes use of simple descriptive narration incorporating some historical terms and information</li></ul>	4–6
<ul style="list-style-type: none"><li>• Makes simple points about the personality</li></ul>	1–3

## Section IV — International Studies in Peace and Conflict

### Questions 14–20

*Outcomes assessed: H1.2, H2.1, H3.4, H4.1, H4.2*

#### MARKING GUIDELINES

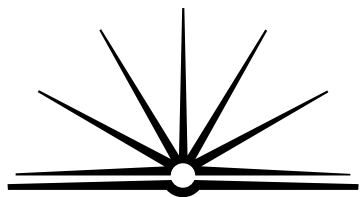
Criteria	Marks
<ul style="list-style-type: none"> <li>Addresses the question asked with a sophisticated and sustained discussion, which demonstrates a comprehensive understanding of the issue(s) raised in the question</li> <li>Presents a logical, coherent and well-structured response drawing on a clear identification of relevant key features of the period</li> <li>Supports interpretation with detailed, relevant and accurate historical information and makes use of appropriate terms and concepts</li> </ul>	21–25
<ul style="list-style-type: none"> <li>Addresses the question asked with a sound discussion, which demonstrates a well-developed understanding of the issue(s) raised in the question</li> <li>Presents a logical and well-structured response drawing on relevant key features of the period</li> <li>Provides detailed, relevant and accurate historical information and makes use of appropriate terms and concepts</li> </ul>	16–20
<ul style="list-style-type: none"> <li>Addresses the question asked with a relevant but largely narrative or descriptive response (may incorporate a simple argument and/or contain implied understanding of the issue(s) raised in the question)</li> <li>Presents a generally well-structured response, with some identification of the key features of the period</li> <li>Provides adequate relevant and accurate historical information incorporating some historical terms</li> </ul>	11–15
<ul style="list-style-type: none"> <li>Presents a narrative or descriptive response, which is largely relevant but may be generalised and/or incomplete</li> <li>Presents a structured but simple response, with some mention of relevant key features of the period</li> <li>Provides limited accurate historical information incorporating some historical terms</li> </ul>	6–10
<ul style="list-style-type: none"> <li>Attempts a narrative or description which may be only generally relevant and/or seriously incomplete</li> <li>May be disjointed and/or very brief</li> <li>Provides very limited historical information</li> </ul>	1–5

# Modern History

## 2006 HSC Specimen Paper Mapping Grid

Question	Marks	Content	Syllabus outcomes	Targeted performance bands
<b>Section I — World War I 1914–1919</b>				
1 (a) (i)	1	Core study: World War I 1914–1919	H3.2	2–3
1 (a) (ii)	1	Core study: World War I 1914–1919	H3.2	2–3
1 (b)	3	Core study: World War I 1914–1919	H3.2	2–4
2	10	Core study: World War I 1914–1919	H2.1, H3.2, H4.1	2–6
3	10	Core study: World War I 1914–1919	H3.3	2–6
<b>Section II — National Studies</b>				
4 (a)	25	Australia 1945–1983	H1.2, H2.1, H3.4, H4.1, H4.2	2–6
4 (b)	25	Australia 1945–1983	H1.2, H2.1, H3.4, H4.1, H4.2	2–6
5 (a)	25	China 1927–1949	H1.2, H2.1, H3.4, H4.1, H4.2	2–6
5 (b)	25	China 1927–1949	H1.2, H2.1, H3.4, H4.1, H4.2	2–6
6 (a)	25	Germany 1918–1939	H1.2, H2.1, H3.4, H4.1, H4.2	2–6
6 (b)	25	Germany 1918–1939	H1.2, H2.1, H3.4, H4.1, H4.2	2–6
7 (a)	25	India 1919–1947	H1.2, H2.1, H3.4, H4.1, H4.2	2–6
7 (b)	25	India 1919–1947	H1.2, H2.1, H3.4, H4.1, H4.2	2–6
8 (a)	25	Indonesia 1959–1998	H1.2, H2.1, H3.4, H4.1, H4.2	2–6
8 (b)	25	Indonesia 1959–1998	H1.2, H2.1, H3.4, H4.1, H4.2	2–6
9 (a)	25	Japan 1904–1937	H1.2, H2.1, H3.4, H4.1, H4.2	2–6
9 (b)	25	Japan 1904–1937	H1.2, H2.1, H3.4, H4.1, H4.2	2–6
10 (a)	25	Russia and the Soviet Union 1917–1941	H1.2, H2.1, H3.4, H4.1, H4.2	2–6
10 (b)	25	Russia and the Soviet Union 1917–1941	H1.2, H2.1, H3.4, H4.1, H4.2	2–6
11 (a)	25	South Africa 1960–1994	H1.2, H2.1, H3.4, H4.1, H4.2	2–6
11 (b)	25	South Africa 1960–1994	H1.2, H2.1, H3.4, H4.1, H4.2	2–6
12 (a)	25	USA 1919–1941	H1.2, H2.1, H3.4, H4.1, H4.2	2–6
12 (b)	25	USA 1919–1941	H1.2, H2.1, H3.4, H4.1, H4.2	2–6

Question	Marks	Content	Syllabus outcomes	Targeted performance bands
<b>Section III — Personalities in the Twentieth Century</b>				
13 (a)	10	Personalities in the 20th Century	H1.1, H4.1, H4.2	2–6
13 (b)	15	Personalities in the 20th Century	H1.1, H1.2, H3.4, H4.1, H4.2	2–6
<b>Section IV — International Studies in Peace and Conflict</b>				
14 (a)	25	Anglo-Irish Relations 1968–1998	H1.2, H2.1, H3.4, H4.1, H4.2	2–6
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15 (a)	25	Conflict in Europe 1935–1945	H1.2, H2.1, H3.4, H4.1, H4.2	2–6
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19 (a)	25	The Cold War 1945–1991	H1.2, H2.1, H3.4, H4.1, H4.2	2–6
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20 (a)	25	The United Nations as Peacekeeper 1946–2001	H1.2, H2.1, H3.4, H4.1, H4.2	2–6
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# Modern History

## Source Booklet

### **Instructions**

Detach this source booklet

**Source A** Page 2

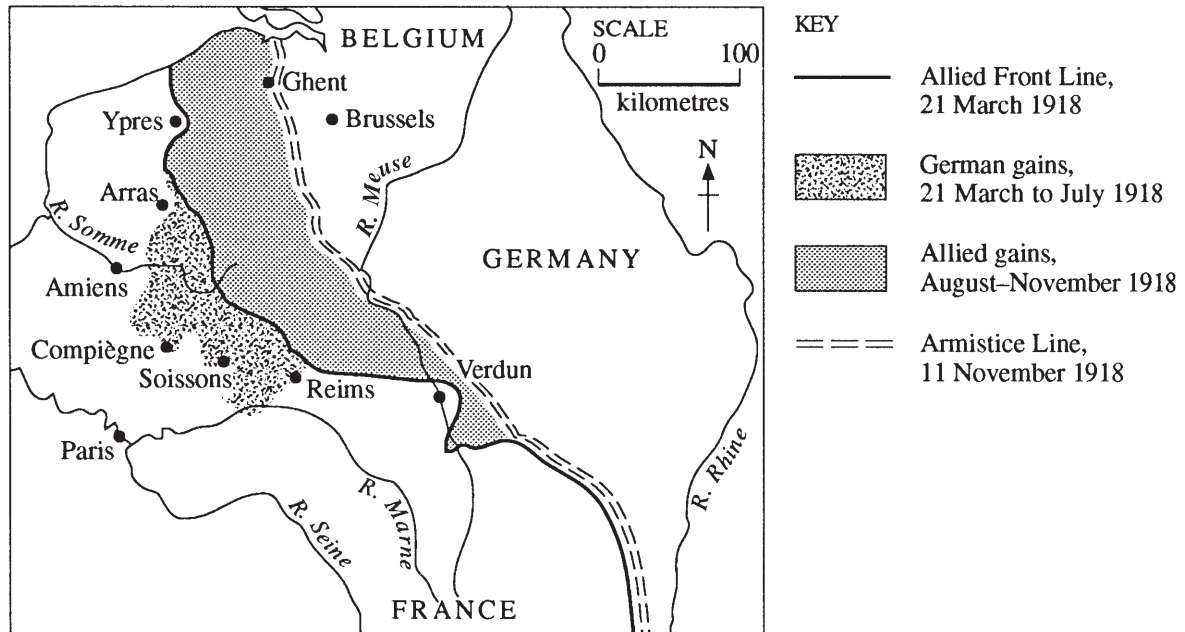
**Source B** Page 2

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**Source D** Page 3

**Source A**

Map of Western Front 1918



One woman's coar, 1914-1918: The letters of Caroline Ethel Cooper, edited by Decie Denholm (ED) 1982.

**Source B**

An extract from a history book, *To Win a War: 1918, The Year of Victory*, written by British historian, John Terraine, 1978

The attack at Le Hamel by the Australians on 4 July 1918 was an unqualified success . . . For the immediate future there was a most encouraging lesson to be learned from the cooperation of infantry, tanks, and artillery . . .

For the more distant future, there was an even more important innovation: the collaboration of machine-gunners and the Royal Air Force. An important feature of consolidation of any advance was the rapid advance of machine guns to the captured positions, but it was not just the guns that had to go forward — they needed ammunition. At Le Hamel, for the first time in history, a solution to this serious problem was attempted by air supply, and the RAF successfully dropped 100 000 rounds to the Australian machine-gunners during the battle — a practice that was soon to be generally adopted . . .

On 2 October there was a similar drop to that at Le Hamel. News came that leading Belgian and French formations had exhausted their food supplies, and eighty aircraft airlifted 15 000 rations to these troops. The rations were packed in small sacks of earth that cushioned the impact so that the rations were undamaged. The total amount dropped was thirteen tons.

Reproduced from *To Win a War: 1918, The Year of Victory* by John Terraine (Copyright (C) Estate of John Terraine 1986) by permission of PFD (www.pfd.co.uk) on behalf of the Estate of John Terraine.

**Source C**

Extract from the memoirs of German Crown Prince William of Hohenzollern, published 1922.  
(*During the war the Crown Prince commanded an army on the Western Front.*)

On the evening of the 5 November 1918 I came across a stationary leave train which was flying red flags. As I approached the train the men alighted. A sergeant and a group of men stood before me displaying a very insolent attitude. At this I reprimanded them and appealed to their sense of honour as German soldiers. Very quickly there was a change. A young soldier explained that they did not mean anything by their protest. It was just that they had been travelling for three days without food. I then offered them some cigarettes. In fact they were good soldiers and responded well to my no-nonsense approach.

Clearly, then, when given firm direction the men would have stuck to the task. The problem was that there was a complete lack of determined action from the authorities at home.

**Source D**

Extracts from the letters of Ethel Cooper, who lived in Germany during the war and wrote to her family in Australia.

**17 December 1916**

You can't feed servants now-a-days, they won't live on rations as we do, but simply take anything that is in the house and moreover there are almost no servants to be had – they are all going to factory and ammunition work, because it is better paid . . .

**11 February 1917**

We have got through a queer week . . . no coal, electric light turned off . . . and practically no food – there seems to be no more potatoes . . .

**10 November 1918**

I have seen the red flag! I think long before this reaches you, you will have seen it too. It began last Monday – we read in the evening papers that the sailors in Kiel had risen, disarmed their officers, hoisted the red flag on all the ships, and that the Government had given in to practically all their demands.

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