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Centre Number

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Student Number

2013
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 1–7

Part B – 10 marks

- Attempt Question 8

Section II Pages 7–9

25 marks

- Attempt ONE question from Questions 9–17
- Allow about 45 minutes for this section

Section III Page 10

25 marks

- Attempt BOTH parts of Question 18
- Allow about 45 minutes for this section

Section IV Pages 11–13

25 marks

- Attempt ONE question from Questions 19–25
- 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 1–7

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.

Refer to Source A to answer Questions 1–2.

1 Which group of towns was captured by the Germans between March and July 1918? **1**

- (A) Arras, Vimy and Amiens
- (B) Ypres, Albert and Bapaume
- (C) Compiègne, Meaux and Rheims
- (D) Armentières, Péronne and Soissons

2 Read statements 1 and 2, then select the correct answer. **1**

Statement 1. Ludendorff's Spring Offensive gained more ground for the Germans than the counter-offensive gained for the Allies.

Statement 2. Verdun did not fall to the Germans in 1918.

- (A) Only Statement 1 is correct.
- (B) Only Statement 2 is correct.
- (C) Both statements are correct.
- (D) Neither statement is correct.

3 According to Source *B*, what were TWO reasons for the creation of the Women's Land Army? **2**

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.....
.....

4 In Source *C*, von Hindenburg's main message to the soldiers is that Germany **1**

- (A) is outnumbered.
- (B) must be strong and united.
- (C) has made peace in the East.
- (D) is fighting against 'the coloured races'.

5 According to Source *D*, what was the effect of the use of U-boats up to July 1917? **1**

- (A) There was an increase in the tonnage sunk.
- (B) There was an increase in the morale and productivity of the British.
- (C) There was an increase in the morale and productivity of the Germans.
- (D) There was an increase in the influence of the German General Staff on the Chancellor.

6 What does Source *E* reveal about the effect of war on the German home front? **1**

- (A) Hunger caused desperation.
- (B) Germany had a bad harvest.
- (C) Foreigners could only visit Berlin.
- (D) Men were freezing in the trenches.

Modern History

Section II — National Studies

25 marks

Attempt ONE question from Questions 9–17

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 9 — Option A: Australia 1945–1983 (25 marks)

- (a) To what extent was the Labor Government under the leadership of Whitlam responsible for its own dismissal in 1975? **25**

OR

- (b) To what extent was conformity the dominant feature of the Menzies era? **25**

Question 10 — Option B: China 1927–1949 (25 marks)

- (a) Assess the impact of the Northern Expedition on the political stability of China during the Nationalist decade 1927 to 1937. **25**

OR

- (b) Assess the impact of Maoism on China up to 1949. **25**

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 C: Germany 1918–1939 (25 marks)

- (a) To what extent was the Great Depression responsible for the collapse of the Weimar Republic? **25**

OR

- (b) Assess the impact of the Nazi state on social and cultural life in Germany in the period 1933 to 1939. **25**

Question 12 — Option D: India 1919–1947 (25 marks)

- (a) Account for the rise of communalism in India. **25**

OR

- (b) How significant for India were changes in the relationship between Britain and India in the 1930s? **25**

Question 13 — Option E: Indonesia 1959–1998 (25 marks)

- (a) Assess the impact of the *Pancasila* on Indonesia. **25**

OR

- (b) To what extent did social, political and economic challenges bring about the end of the Suharto regime? **25**

Question 14 — Option F: Japan 1904–1937 (25 marks)

- (a) What was the significance of the Russo-Japanese war on Japan as an emerging power? **25**

OR

- (b) Assess the impact of militarism on Japanese foreign policy to 1937. **25**

Question 15 — Option G: Russia and the Soviet Union 1917–1941 (25 marks)

- (a) To what extent was the Treaty of Brest-Litovsk significant for the Bolshevik consolidation of power? **25**

OR

- (b) Account for the changes in Soviet society under Stalin to 1941. **25**

Question 16 — Option H: South Africa 1960–1994 (25 marks)

- (a) Assess the effect of resistance within South Africa on the policy of *apartheid*. **25**

OR

- (b) *The collapse of the apartheid regime was brought about by international factors.* **25**
To what extent is this statement accurate?

Question 17 — Option I: USA 1919–1941 (25 marks)

- (a) To what extent was racial conflict the dominant social tension in the USA in the period 1919 to 1941? **25**

OR

- (b) *Government intervention came to the rescue of American capitalism.* **25**

To what extent is this statement accurate for the USA in the period 1919 to 1941?

Section III — Personalities in the Twentieth Century

25 marks

Attempt **BOTH** parts of Question 18

Allow about 45 minutes for this section

Answer the question in the Section III 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
-

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 Section III Writing Booklet.

Question 18 (25 marks)

- (a) Describe the rise to prominence of the personality you have studied. **10**
- (b) Evaluate the significance of the personality you have studied to his/her 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 19–25

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

- (a) Account for the growth of conflict in Northern Ireland in the period 1968 to 1972. **25**

OR

- (b) How successful were formal attempts at peacemaking in the period 1985 to 1997? **25**

Question 20 — Option B: Conflict in Europe 1935–1945 (25 marks)

- (a) *Without the Nazi-Soviet Non-Aggression Pact there would have been no war in Europe.* **25**

To what extent is this statement accurate?

OR

- (b) To what extent did the aims and strategies of the Axis powers shape the course of the European War? **25**

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 C: Conflict in Indochina 1954–1979 (25 marks)

- (a) Assess the significance of the Tet Offensive in bringing about victory for the North Vietnamese in the Second Indochina War. **25**

OR

- (b) Account for the rise to power of the Khmer Rouge in Cambodia. **25**

Question 22 — Option D: Conflict in the Pacific 1937–1951 (25 marks)

- (a) *Japan had little choice but to bomb Pearl Harbour if it wanted to achieve its foreign policy aims in the Pacific.* **25**

To what extent is this statement accurate?

OR

- (b) Assess the impact on civilians of the Japanese occupation in South-East Asia in the period 1941 to 1945. **25**

Question 23 — Option E: Arab–Israeli Conflict 1948–1996 (25 marks)

- (a) Assess the consequences of the war in 1948 for both Israel and the Palestinians in the period up to 1967. **25**

OR

- (b) Account for the creation and effectiveness of the Palestine Liberation Organisation (PLO) in the period 1964 to 1974. **25**

Question 24 — Option F: The Cold War 1945–1991 (25 marks)

- (a) Assess the influence of the ideologies of communism and capitalism on the origins and development of the Cold War to 1968. **25**

OR

- (b) To what extent were US attitudes and policies under Reagan responsible for the renewal and end of the Cold War? **25**

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

- (a) To what extent did the Cold War have an effect on UN activities? **25**

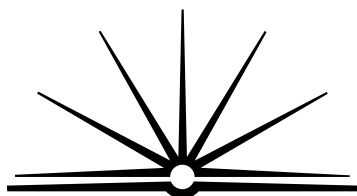
OR

- (b) *The United Nations fulfilled its role effectively in the period from the end of the Cold War to 2001.* **25**

To what extent is this statement accurate?

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

2013

**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

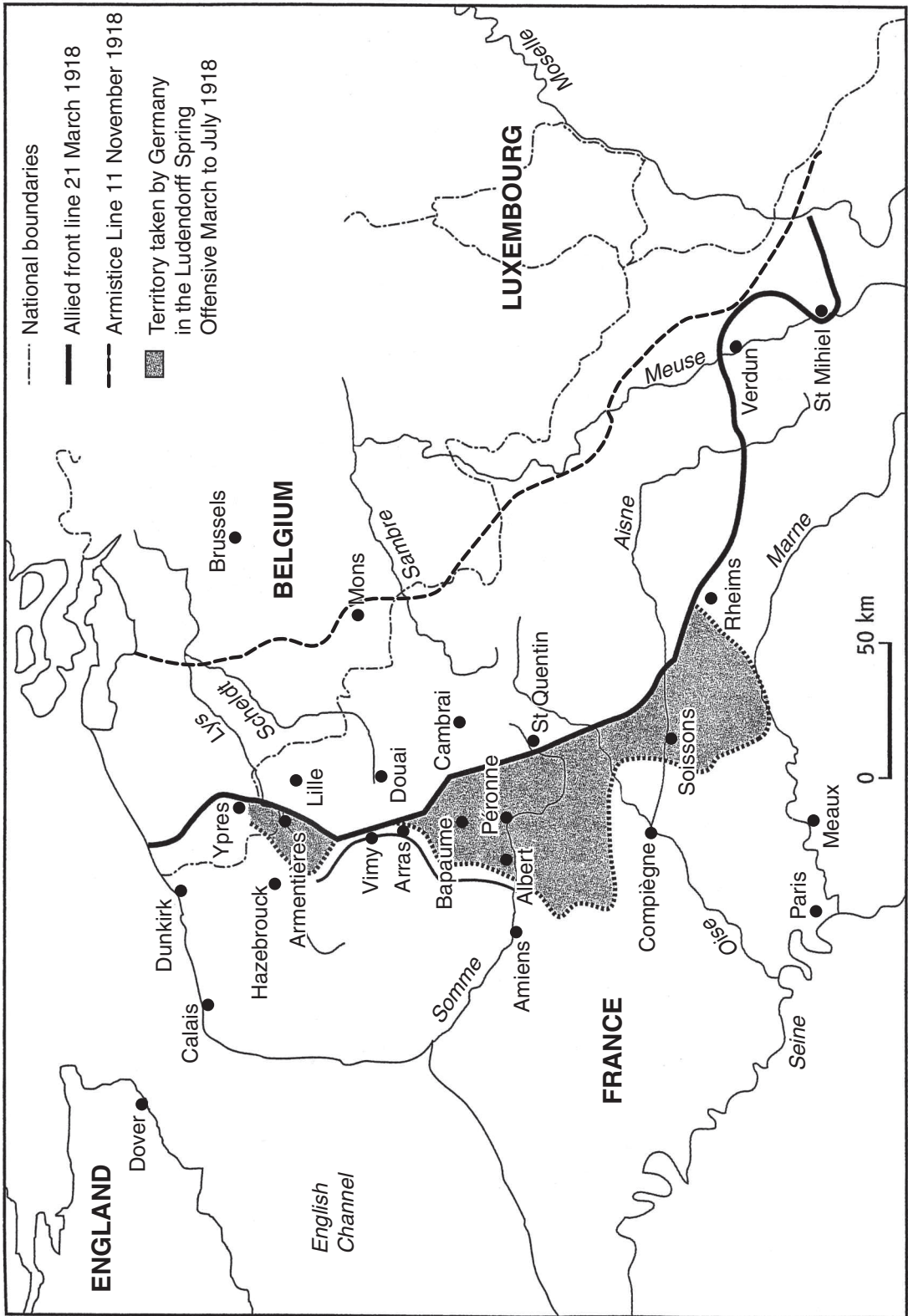
Source D Page 4

Source E Page 4

Source F Page 5

Source A

Map showing the Ludendorff Spring Offensive and Allied counter-offensives, 1918



Reproduced with permission from Anne McCallum, Evidence of War © 2000, Pearson Australia

Source B

Extract from: *Defence of the Realm*

The sense of a Home Front grew more acute as World War One ground on. In February 1917, German U-boats sank 230 ships bringing food to Britain, and over half a million tons of shipping in March. This, with the need to release even more men from agriculture to serve at the front, led to the creation of the Women's Land Army. Their task was to maximise the output from the land to feed the nation and counteract the effect of the U-boats.

Source B: Extract from Peter Caddick-Adams, *The Home Front in World War One*, p5,
http://bbc.co.uk/history/trail/wars_conflict/home_front/the_home_front_05.shtml

Source C

Paul von Hindenburg's official address of 6 September 1918

SOLDIERS:

We are in the midst of a heavy battle with the foe. If numerical superiority alone were to guarantee victory, then Germany would long since have been crushed to the ground. The enemy knows, however, that Germany and her allies can never be vanquished by arms alone.

What are the facts? In the east we have forced peace, and in the west we are also strong enough to do the same despite the Americans. But we must be strong and united.

Why does the enemy incite the coloured races against the German soldiers? Because he wants to annihilate* us.

The enemy also endeavours to sow dissension** in our ranks by means of leaflets dropped from aeroplanes above our lines. Ten thousand of these are sometimes gathered up in a day. The enemy knows what strength resides in our State and Empire; hence he seeks by his leaflets and false rumours to arouse distrust among us.

There have always been some traitors to the Fatherland, a few deliberately false, others unintentionally so. Most of these now reside in neutral countries, having deserted us to escape sharing in our battles and privations***, and to escape being executed as traitors.

Be on your guard, German soldiers.

* annihilate	<i>totally destroy</i>
** sow dissension	<i>create conflict</i>
*** privations	<i>hardships</i>

Source D

Extract from website

The events of 1917 were decisive in ending the war, although their effects would not be fully felt until 1918. The British naval blockade of Germany began to have a serious impact on morale and productivity on the German home front. In response, in February 1917, the German General Staff was able to convince Chancellor Theobald von Bethmann-Hollweg to declare unrestricted submarine warfare, with the goal of starving the United Kingdom¹ out of the war. Tonnage sunk rose above five hundred thousand tons per month from February until July, peaking at 860 000 tons in April. After July, the reintroduced convoy system was extremely effective in neutralising the U-boat threat, thanks to American experimentation. Britain was safe from the threat of starvation, and the German war industry remained deprived materially.

¹ Britain is part of the United Kingdom of Great Britain and Northern Ireland

Source D: Extract from http://www.newworldencyclopedia.org/entry/World_War_I#1917.E2.80.931918. New World Encyclopedia contributors. Reproduced under the Creative Commons Attribution-ShareAlike 3.0 Unported License (CC-by-sa) http://www.newworldencyclopedia.org/p/index.php?title=New_World_Encyclopedia:Creative_Commons_CC-by-sa_3.0&oldid=943144 (accessed April 4, 2014).

Source E

Extract from: *To end all Wars: how the First World War divided Britain*; Adam Hochschild 2011.

The bad harvest of 1916 was followed by the long, cold winter of 1916–17, known forever after as the ‘turnip winter’. As the men froze and died in the trenches, eighty thousand children died of starvation. When a horse collapsed and died on a Berlin street in late 1916, a foreign visitor described the scene:

“Women rushed towards the cadaver* as if they had been poised for this moment, knives in their hands. Everyone was shouting, fighting for the best pieces. Blood splattered their faces and their clothes . . . when nothing more was left of the horse beyond a bare skeleton, the people vanished, carefully guarding their pieces of bloody meat against their chests.”

* cadaver *dead body*

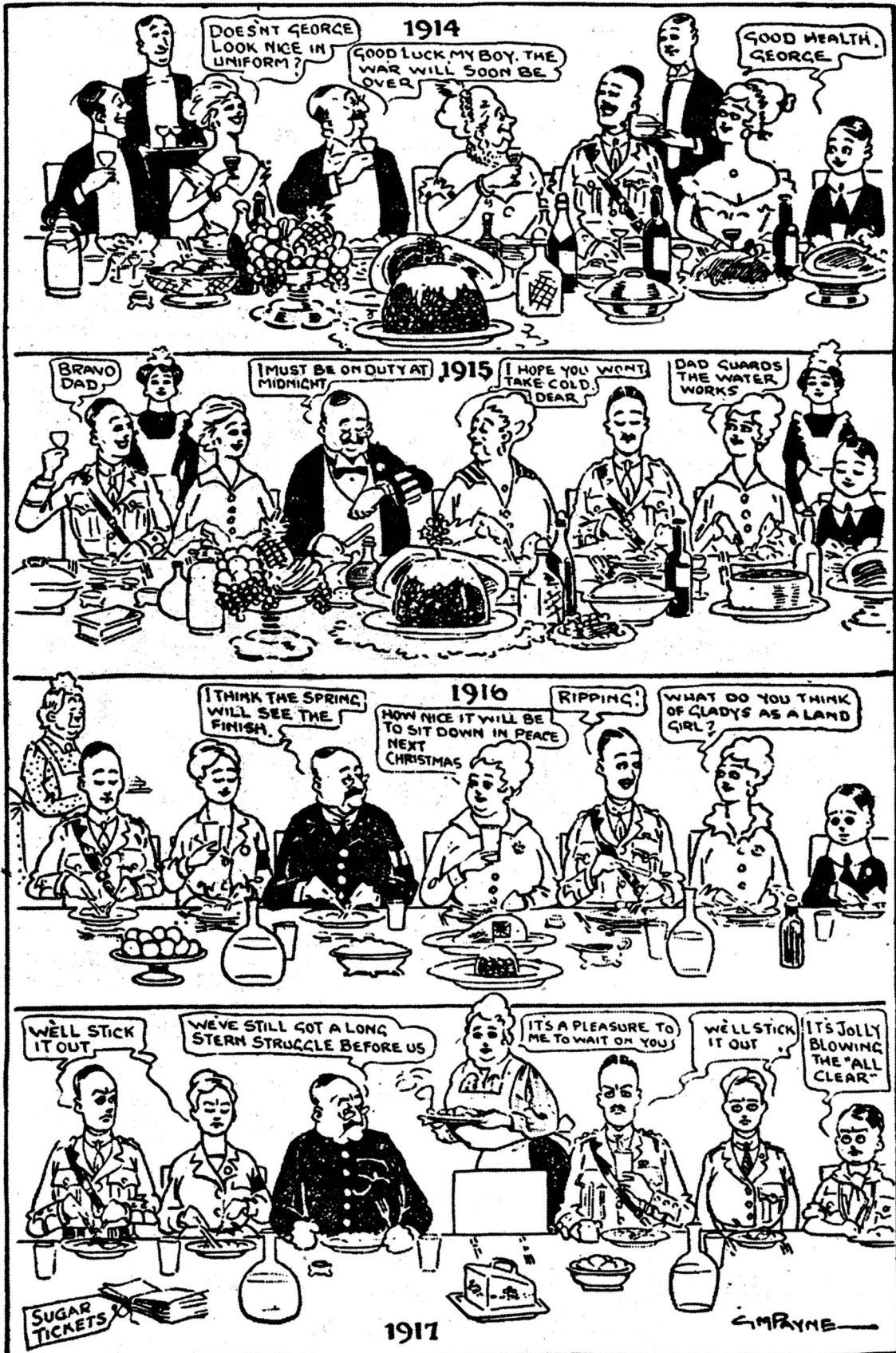
Source E : Reproduced with permission from Adam Hochschild.

Source F

Cartoon by G M Payne

Published in *Sunday Pictorial*, 23 December 1917

THE BROWN FAMILY'S FOUR WAR CHRISTMASSES.



Acknowledgement: John Frost Newspapers

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