

BOARD OF STUDIES
NEW SOUTH WALES

HIGHER SCHOOL CERTIFICATE EXAMINATION

2000

MODERN HISTORY

2/3 UNIT (COMMON)

*Time allowed—Three hours
(Plus 5 minutes reading time)*

DIRECTIONS TO CANDIDATES

- Attempt FOUR questions.
- Answer each question in a SEPARATE Writing Booklet.
- You may ask for extra Writing Booklets if you need them.

Section I—Core Study (30 marks)

- The question in this Section is COMPULSORY.

Section II—Twentieth-Century National Studies (40 marks)

- Attempt TWO questions, both from the same Part.
- If you attempt Nineteenth-Century National Studies in Section III, the country chosen in Section II MUST be different from that chosen in Section III.

Section III—Electives (30 marks)

Nineteenth-Century National Studies
Modern World Studies

- Attempt ONE question.
- If you attempt Nineteenth-Century National Studies, the country chosen MUST be different from that chosen in Section II.

SECTION I
CORE STUDY—WORLD WAR I

Marks

(30 Marks)

The question in this Section is **COMPULSORY**.

Answer this question in a **SEPARATE** Writing Booklet.

QUESTION 1 This question is **COMPULSORY**.

Read the Sources A–E in the Source Book provided, and answer **ALL** parts of the following question.

(a) (i) Use Sources A and B.

List **ONE** reason given by **EACH** soldier for fighting in the war. **2**

(ii) Use Source C.

In what year and months were AIF enlistments highest? **2**

(b) Use your own knowledge and Sources A, B and C.

In what ways did attitudes to enlistment change in Britain and Australia in the period 1914 to 1916? **8**

(c) How reliable and useful are Sources D and E to an historian studying the reasons for unrest on the German home front? **8**

In your answer, consider the type, content, audience and motive of the source.

(d) Use your own knowledge and Sources D and E.

To what extent did the British Government manage the home front more successfully than the German Government? **10**

SECTION II
TWENTIETH-CENTURY NATIONAL STUDIES
(40 Marks)

This Section contains eight Parts, one Part for each National Study.

Attempt TWO questions, both from the same Part.

If you attempt Nineteenth-Century National Studies in Section III, the country chosen in Section II MUST be different from that chosen in Section III.

Each question is worth 20 marks.

Answer each question in a SEPARATE Writing Booklet.

PART A—AUSTRALIA

QUESTION 2

In what ways did the role of the Commonwealth Government develop between 1901 and 1914?

QUESTION 3

To what extent was urbanisation in the 1920s a result of changes in the economy?

QUESTION 4

To what extent did the role and status of Australian women change between the wars?

QUESTION 5

In what ways did Australia's foreign policy change in the period from 1931 to 1945?

PART B—BRITAIN**QUESTION 6**

Why did conservative governments experience long periods of power between the wars?

QUESTION 7

How far did the British economy adjust to the changing world of the 1920s?

QUESTION 8

To what extent did British foreign policy in the 1930s reflect Britain's decline as a world power?

QUESTION 9

Why, after a series of initial defeats, did Britain emerge victorious from World War II?

PART C—CHINA**QUESTION 10**

Why did the Revolution of 1911 fail to fulfil the hopes of the revolutionaries by 1919?

QUESTION 11

In what ways did the May Fourth Movement influence the Chinese revolutionary parties in the 1920s?

QUESTION 12

Assess Mao Zedong's (Mao Tse-tung's) role in shaping the Communist movement in China in the years 1927–1945.

QUESTION 13

To what extent did the Guomindang's (Kuomintang's) conduct of the war against the Japanese contribute to its defeat in the Civil War in 1949?

PART D—GERMANY

QUESTION 14

To what extent was Weimar Germany a stable and democratic society by 1929?

QUESTION 15

How important was the Great Depression to Hitler's gaining power in 1933?

QUESTION 16

To what extent was Germany transformed into a Nazi totalitarian state between 1933 and 1939?

QUESTION 17

Why was Germany defeated in 1945?

PART E—INDIA

QUESTION 18

Why were there different varieties of nationalism in India up to 1916?

QUESTION 19

How successful was Gandhi in winning popular support for his tactics of non-violent non-cooperation between 1919 and 1934?

QUESTION 20

Why did relations between Hindus and Muslims in India deteriorate in the 1930s?

QUESTION 21

To what extent was the partition of India the result of British policies?

PART F—JAPAN

QUESTION 22

To what extent did traditional values shape Japanese politics and society during the 1920s?

QUESTION 23

How effectively did the Japanese government deal with economic problems in the 1930s?

QUESTION 24

How far was Japanese foreign policy determined by the military between 1931 and 1941?

QUESTION 25

How successful were Japanese expansionist policies in the years 1937 to 1945?

PART G—RUSSIA/SOVIET UNION

QUESTION 26

To what extent did the Bolsheviks exploit the weaknesses of the Provisional Government to gain power in 1917?

QUESTION 27

How did the Communist Party adapt its ideology to maintain power between 1918 and 1928?

QUESTION 28

How did Stalin use industrialisation and collectivisation to consolidate his power in the 1930s?

QUESTION 29

How important were Stalin and Zhukov to the Soviet Union's victory in the Great Patriotic War?

PART H—UNITED STATES OF AMERICA

QUESTION 30

How did Prohibition affect American society during the 1920s?

QUESTION 31

How important was the financial crisis of 1929 in bringing about the Great Depression?

QUESTION 32

How successful was Franklin Roosevelt in dealing with the problems of the Great Depression?

QUESTION 33

Why did the United States enter World War II in 1941 and not earlier?

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SECTION III
ELECTIVES

Marks

(30 Marks)

Attempt ONE question from EITHER Nineteenth-Century National Studies
OR Modern World Studies.

If you attempt Nineteenth-Century National Studies, the country chosen
MUST be different from that chosen in Section II.

Answer the question in a SEPARATE Writing Booklet.

Start each part of the question on a NEW page.

PART I—NINETEENTH-CENTURY STUDIES

QUESTION 34 Britain

- | | |
|---|-----------|
| (a) Briefly describe the ideas of liberal reformers in the period up to 1830. | 6 |
| (b) In what ways did liberal reformers improve society between 1832 and 1884? | 12 |
| (c) To what extent had the liberal reformers achieved their aims by 1914? | 12 |

QUESTION 35 Britain

- | | |
|---|-----------|
| (a) Briefly describe industrial working conditions in the period up to 1850. | 6 |
| (b) In what ways did the development of trade unions change the conditions of workers? | 12 |
| (c) To what extent had the political and economic position of the working class improved by 1914? | 12 |

QUESTION 36 Germany

- | | |
|---|-----------|
| (a) Briefly describe Austria's role in the German Confederation in the period up to 1860. | 6 |
| (b) How did Prussia eliminate Austria from German affairs in the period up to 1871? | 12 |
| (c) To what extent had Prussia's dominance in Germany been challenged by 1914? | 12 |

QUESTION 37 Germany	Marks
(a) Briefly describe industrial growth in the German Empire by 1914.	6
(b) In what ways did German society change in the years up to 1914?	12
(c) How successful were government policies in preventing the growth of the socialist movement in the period up to 1914?	12
 QUESTION 38 Russia	
(a) Briefly describe the Russian autocratic system.	6
(b) How did the Russian autocracy respond to the challenges of revolutionary movements before 1905?	12
(c) In what ways did the reforms between 1905 and 1911 affect the Russian autocracy?	12
 QUESTION 39 Russia	
(a) Briefly describe the structure of Russian society up to 1860.	6
(b) In what ways did the emancipation of the serfs improve the conditions of the peasants after 1861?	12
(c) To what extent did industrialisation benefit the various social classes between 1860 and 1905?	12
 QUESTION 40 China	
(a) Briefly describe the features of the Qing dynasty.	6
(b) How did the Qing dynasty deal with internal and external threats to its rule up to 1861?	12
(c) To what extent were the Qing dynasty's attempts at modernisation up to 1908 influenced by the impact of the West?	12

QUESTION 41 China	Marks
(a) Briefly describe the Opium Wars.	6
(b) In what ways were traditional Confucian values affected by Western impact between 1860 and 1900?	12
(c) To what extent did the failure of the Boxer Rebellion undermine the power of the Qing?	12
 QUESTION 42 Japan	
(a) Briefly describe the main features of Japan's traditional isolation policy (Sakkoku).	6
(b) Why was the Tokugawa Shogunate unable to maintain the policy of Sakkoku after 1853?	12
(c) To what extent did the economic system and the social structure change in the Meiji period from 1868 to 1912?	12
 QUESTION 43 Japan	
(a) Briefly describe the traditional political structure in Tokugawa Japan.	6
(b) In what ways did Western imperialism contribute to the collapse of the Shogunate in 1868?	12
(c) To what extent did the Meiji Restoration contribute to Japan's imperialist expansion up to 1912?	12
 QUESTION 44 India	
(a) Briefly describe India's traditional social structure before 1850.	6
(b) How was the class structure affected by British rule up to 1912?	12
(c) How did Indians respond to English education and Western ideas during the nineteenth century?	12

QUESTION 45 India	Marks
(a) Briefly describe how the Mughal Empire united Indians of different religions and castes.	6
(b) How did the East India Company establish British rule over India up to 1857?	12
(c) To what extent did the Indian Mutiny of 1857 change the nature of British rule?	12
 QUESTION 46 Australia	
(a) Briefly describe the role of convicts in the settlement of New South Wales.	6
(b) In what ways did the expansion of settlement affect indigenous peoples in the nineteenth century?	12
(c) To what extent did the gold rushes contribute to economic and social changes in nineteenth century Australia?	12
 QUESTION 47 Australia	
(a) Briefly describe the events that led to Federation.	6
(b) In what ways did the Labor Party differ from other political groups?	12
(c) To what extent were suffragettes responsible for the extension of voting rights to women?	12
 QUESTION 48 USA	
(a) Briefly outline the reasons for European immigration to the United States during the nineteenth century.	6
(b) In what ways did the USA acquire new territories before 1861?	12
(c) To what extent was the growth of railways an important factor in westward expansion?	12
 QUESTION 49 USA	
(a) Briefly describe the events that led to the secession of the Southern states.	6
(b) How important were North-South differences as a cause of the Civil War?	12
(c) Why did Reconstruction fail by 1877?	12

PART J — MODERN WORLD STUDIES**Marks****QUESTION 50 The Arab–Israeli Conflict**

- (a) Briefly describe the events of the Suez Crisis in 1956. **6**
- (b) In what ways did the Six Day War and the Yom Kippur War affect developments in the Middle East from 1967 to 1979? **12**
- (c) From your knowledge of the issue today, how much has the USA influenced changes in Arab–Israeli relations in the past decade? **12**

QUESTION 51 The Arab–Israeli Conflict

- (a) Briefly describe the events of the Intifada in 1987–1988. **6**
- (b) How successful was the Palestinian Liberation Organisation (PLO) in achieving its objectives towards Israel between 1967 and 1987? **12**
- (c) From your knowledge of the issue today, to what extent have Israel and the PLO reached agreement in the past decade? **12**

QUESTION 52 Conflict in Indo-China

- (a) Briefly describe the results of the Battle of Dien Bien Phu. **6**
- (b) Why did the Communists win in Vietnam in 1975? **12**
- (c) From your knowledge of the issue today, to what extent have the policies of the USA and Australia succeeded in bringing stability and recovery to Indo-China in the last two decades? **12**

QUESTION 53 Conflict in Indo-China

- (a) Briefly describe the main features of EITHER the Khmer Rouge OR the Viet Cong. **6**
- (b) How did the Khmer Rouge victory in 1975 affect Indo-China in the late 1970s and the 1980s? **12**
- (c) From your knowledge of the issue today, to what extent has Cambodia, in the past decade, overcome the problems created by prolonged warfare? **12**

QUESTION 54 US–Soviet/CIS Relations in the Nuclear Age	Marks
(a) Briefly describe the Truman Doctrine.	6
(b) How effective was the Communist challenge to the US policy of containment in the years 1947–1962?	12
(c) From your knowledge of the issue today, how far have the USA and Russia cooperated in dealing with international crises in the past decade?	12

QUESTION 55 US–Soviet/CIS Relations in the Nuclear Age

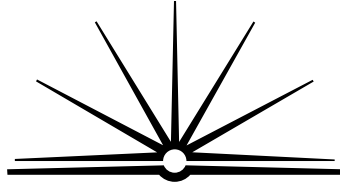
(a) Briefly describe the main features of Mutually Assured Destruction (MAD).	6
(b) In what ways did Détente affect the arms race in the 1960s and 1970s?	12
(c) From your knowledge of the issue today, to what extent have changes in US–Russian relations in the past decade influenced arms limitations and reductions?	12

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**SOURCE BOOK
CORE STUDY**

SOURCES FOR QUESTION 1

SOURCE A Diary entry by a young Briton in 1914

I may possibly live to think differently; but at the moment, assuming that this war has to come, I feel nothing but gratitude to the gods for sending it in my time. Whatever war itself may be like, preparing to fight in time of war is the greatest game and the finest work in the world.

Keegan J & Holmes R, *Soldiers: A History of Men in Battle*, Hamish Hamilton, London, 1985, p 259

SOURCE B An extract from a letter by Lieutenant Raws, an Australian, to his father after enlisting in July 1915

I hope that you will be proud to think that you have two sons—who were never fighting men, who abhor the sight of blood and cruelty and suffering of any kind, but who yet are game to go out bravely to a war forced upon them . . . I claimed no great patriotism. No government, other than the most utterly democratic, is worth fighting for. But there are principles, and there are women, and there are standards of decency, that are worth shedding one's blood for, surely.

SOURCE C Australian Imperial Force (AIF) enlistment statistics, 1914 to 1917

<i>Year</i>	<i>Months</i>	<i>Number of enlistments</i>
1914	August to December	52 561
1915	January to June	56 789
	July to December	109 123
1916	January to June	83 323
	July to December	41 032
1917	January to June	27 389
	July to December	17 712

Spenceley G, *The Search for Security*, Oxford University Press, Oxford, 1988, p 222

SOURCE D An extract from a radical German socialist pamphlet in 1916

What had to come has happened: Starvation!

In Leipzig, in Berlin, in Charlottenburg, in Braunschweig, in Magdeburg, in Koblenz and Osnabrück, in many other places, there are riots of starving crowds in front of shops for foodstuffs. And in the face of the starving cries of the masses the government of the state of siege has only one answer: heighten state of siege, police sabres and military controls.

. . . the German Government must have known that this would happen: war against Russia, France and Britain was bound to lead to the blockading of Germany. The War, genocide, is the crime, the aim of starving us out only a consequence of this crime.

Porter I & Armour I, *Imperial Germany 1890-1918*, Longman, New York, 1993, p 104

SOURCE E An extract from the *War Memoirs* of David Lloyd George in 1938

As far as the Western Allies were concerned, this was truly a democratic war. It was entered into with the full assent of practically the whole of the people. Their sons without distinction of rank, grade or vocation fought and suffered. It was necessary in order to win that workers at home should put forth the whole of their strength. To do so it was essential that their co-operation should be enlisted and retained right to the end. War weariness was bound to grow. The national will was unbroken, but the national ardour did not flame out as it did during the first few months of the war. In these circumstances it is not surprising that labour troubles were on the increase.

In neither of these two countries (Germany and Russia) did the rulers bring the spokesmen of Labour [trade union leaders] frankly into active partnership, and the failure to do so ended in disaster for both . . . I deemed it essential to forestall trouble by bringing the Labour leaders into more active and effective co-operation with the Government of the day in the prosecution of the War.

Lloyd George D, *War Memoirs of David Lloyd George*, Faber, London, 1933

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