



HIGHER SCHOOL CERTIFICATE EXAMINATION

1995

**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**

- The question in this Section is COMPULSORY.

**Section II—Twentieth-Century National Studies**

- 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**

**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**  
 (30 Marks)

**Marks**

The question in this Section is **COMPULSORY**.  
 Answer this question in a *separate* Writing Booklet.

**QUESTION 1**

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

- |   |           |
|---|-----------|
| (a) Use Source A only.  |           |
| (i) List any TWO reasons for the superiority of the German army over the British army in 1914.  | <b>2</b>  |
| (ii) List any TWO effects of the Battle of the Somme on the British army.   | <b>2</b>  |
| (iii) How did British officers attempt to discourage desertion after the Battle of the Somme?   | <b>2</b>  |
| (b) Use your own knowledge <i>and</i> Sources A and B to explain the effects of the war effort on the peoples of Australia and Britain.               | <b>7</b>  |
| (c) How reliable and useful are Sources C and D for a historian studying the issue of conscription in Australia and Great Britain during World War I? | <b>7</b>  |
| In your answer, consider origin, motive, audience, and content.   |           |
| (d) Use your own knowledge <i>and</i> Sources B and D to explain why conscription divided Australians from all walks of life during World War I.      | <b>10</b> |

**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**

Explain the development of welfare policies in Australia before 1914.

**QUESTION 3**

To what extent did Australian economic policies in the 1920s contribute to the severity of the Great Depression?

**QUESTION 4**

The status of women in Australia changed significantly during World War II.

To what extent do you agree with this statement? Give evidence for your answer.

**QUESTION 5**

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

**PART B—BRITAIN****QUESTION 6**

Why did the position of women in British society change between 1919 and 1939?

**QUESTION 7**

What immediate and wider issues were being fought over in the General Strike of 1926?

**QUESTION 8**

To what extent was Britain prepared for war in 1939?

**QUESTION 9**

To what extent did Britain's war effort depend upon Winston Churchill's leadership in the period from 1940 to 1945?

**PART C—CHINA****QUESTION 10**

To what extent was warlordism the result of the weakness of the Qing (Ch'ing) reforms?

**QUESTION 11**

What were the political and social effects of the May Fourth Movement in China in the period from 1919 to 1927?

**QUESTION 12**

How revolutionary was Guomindang (Kuomintang) rule in China in the period between 1927 and 1937?

**QUESTION 13**

To what extent was the Communist victory over the Guomindang (Kuomintang) due to superior military strategy?

**PART D—GERMANY****QUESTION 14**

To what extent did revolutionary and counter-revolutionary forces destabilize the Weimar Government in the period from 1919 to 1924?

**QUESTION 15**

Hitler's appointment as Chancellor was a result of the Depression.

To what extent do you agree with this statement? Give evidence from the period from 1928 to 1933.

**QUESTION 16**

To what extent did Hitler's power depend upon the use of terror and propaganda in the period from 1933 to 1939?

**QUESTION 17**

Despite Hitler's ambitions, Germany was poorly prepared for war.

To what extent do you agree with this statement? Give evidence from the period 1939 to 1945.

**PART E—INDIA****QUESTION 18**

What were the major influences on Indian nationalism from 1885 to 1916?

**QUESTION 19**

Why did communalism become an issue in Indian politics between 1905 and 1939?

**QUESTION 20**

Gandhi's policies made India impossible for the British to rule.

To what extent do you agree with this statement? Give evidence from the period 1919 to 1935.

**QUESTION 21**

How effective were the tactics adopted by the Congress and the Muslim League in achieving their aims between 1939 and 1947?

**PART F—JAPAN****QUESTION 22**

How democratic was Japan in the 1920s?

**QUESTION 23**

Explain the reasons for Japan's economic development in the period from 1912 until 1931.

**QUESTION 24**

Why did Japan's foreign policy become more aggressive towards China in the period from 1931 to 1937?

**QUESTION 25**

Despite its policy of co-prosperity, Japan exploited its Asian empire through war.

To what extent do you agree with this statement? Support your argument with evidence from the period 1937 to 1945.

**PART G—RUSSIA/SOVIET UNION****QUESTION 26**

Why was 1917 a year of revolution in Russia?

**QUESTION 27**

To what extent did the New Economic Policy (NEP) compromise the Communist Party's ideology?

**QUESTION 28**

To what extent did collectivization and industrialization change Soviet society by the end of the 1930s?

**QUESTION 29**

Why was the Soviet Union able to defeat the German armies in the Great Patriotic War?

**PART H—UNITED STATES OF AMERICA****QUESTION 30**

In what ways did industrialization bring about social changes in the USA in the 1920s?

**QUESTION 31**

How far can the onset and severity of the Depression be blamed on Republican policies in the period from 1921 to 1932?

**QUESTION 32**

How effectively did Franklin D. Roosevelt deal with unemployment in the period from 1933 to 1941?

**QUESTION 33**

How important was the US contribution to military victory in *EITHER* Europe *OR* the Pacific War?

**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 explain the term 'Industrial Revolution'.  | <b>6</b>  |
| (b) | How did the Industrial Revolution affect British society up to 1848?                               | <b>12</b> |
| (c) | To what extent were the political conflicts between 1815 and 1848 the result of industrialization? | <b>12</b> |

**QUESTION 35. Britain**

- |     |  |           |
|-----|--|-----------|
| (a) | Briefly describe some of the main aims of the trade-union movement in Britain between 1850 and 1914. | <b>6</b>  |
| (b) | Why did the labour movement seek to form political parties before 1914?                              | <b>12</b> |
| (c) | To what extent did the liberal reforms of 1906 to 1914 satisfy the demands of the working class?     | <b>12</b> |

**QUESTION 36. Germany**

- |     |  |           |
|-----|--|-----------|
| (a) | Briefly describe the economic strengths and weaknesses of the German states in 1815.                           | <b>6</b>  |
| (b) | What factors affected economic growth in the period from 1815 to 1871?   | <b>12</b> |
| (c) | To what extent did unification promote industrialization in the German Empire in the period from 1871 to 1914? | <b>12</b> |

**QUESTION 37. Germany**

- |     |   |           |
|-----|---|-----------|
| (a) | Briefly outline the main events of the 1848 Revolutions in Germany.                                       | <b>6</b>  |
| (b) | Why was the unification of Germany possible in 1871?  | <b>12</b> |
| (c) | What were the effects of Bismarck's social and political policies on the German Empire from 1871 to 1890? | <b>12</b> |



<b>QUESTION 38. Russia</b>	<b>Marks</b>
(a) Describe the social structure of rural Russia before 1861.	<b>6</b>
(b) In what ways was this changed by the Great Reforms of the 1860s?	<b>12</b>
(c) How far had the conditions of the peasants and workers been improved by 1914?	<b>12</b>
<b>QUESTION 39. Russia</b>	
(a) What were the main aims of the revolutionary movement in Russia in the second half of the nineteenth century?	<b>6</b>
(b) In what ways did the Tsarist Government respond to these revolutionary groups?	<b>12</b>
(c) To what extent were the revolutionary groups successful in opposing autocracy by 1914?	<b>12</b>
<b>QUESTION 40. China</b>	
(a) Briefly describe the traditional economic system of China.	<b>6</b>
(b) How were Confucian values reflected in China's traditional social structure?	<b>12</b>
(c) In what ways was traditional society transformed in nineteenth-century China?	<b>12</b>
<b>QUESTION 41. China</b>	
(a) Briefly describe the aims of the Western powers in China between 1839 and 1900.	<b>6</b>
(b) How did the Western powers attempt to achieve these aims?	<b>12</b>
(c) How did the Chinese authorities and people respond to this Western involvement in the period from 1839 to 1900?	<b>12</b>
<b>QUESTION 42. Japan</b>	
(a) Briefly describe the traditional Japanese political system under the Tokugawa.	<b>6</b>
(b) To what extent was the Meiji Restoration the result of conflict between the Bakufu and Han?	<b>12</b>
(c) What were the effects of Western influences on Japanese political life after 1868?	<b>12</b>

<b>QUESTION 43. Japan</b>	<b>Marks</b>
(a) Briefly describe the major economic changes in Japan after 1868.	<b>6</b>
(b) To what extent were these economic changes an imitation of the West?	<b>12</b>
(c) To what extent did economic change affect the class structure of Japanese society after 1868?	<b>12</b>

#### **QUESTION 44. India**

(a) Briefly describe the traditional economic structure of India.	<b>6</b>
(b) What was the relationship between caste and class in traditional India?	<b>12</b>
(c) To what extent did the traditional Indian states unite Indians, despite differences in caste, religion, language, and region?	<b>12</b>

#### **QUESTION 45. India**

(a) Briefly outline the extent of British East India Company imperial power in India at the beginning of the nineteenth century.	<b>6</b>
(b) How did the policies of the East India Company before 1858 differ from those of the Government of India after 1858?	<b>12</b>
(c) Explain the Indian response to these policies in the period from 1858 to 1905.	<b>12</b>

#### **QUESTION 46. Australia**

(a) Briefly describe the attitudes of Europeans to Australian Aboriginal people up to 1820.	<b>6</b>
(b) In what ways did Aboriginal peoples react to the expansion of settlement during the nineteenth century?	<b>12</b>
(c) The expansion of European settlement had destroyed Aboriginal society by 1900.	<b>12</b>

To what extent do you agree with this statement?

#### **QUESTION 47. Australia**

(a) Briefly describe the main aims of trade unions in the Australian colonies up to 1890.	<b>6</b>
(b) Why were labour parties formed in the Australian colonies during the 1890s?	<b>12</b>
(c) Explain why the Australian colonies agreed to Federation.	<b>12</b>

**QUESTION 48. USA****Marks**

- |     |   |           |
|-----|---|-----------|
| (a) | Briefly outline the expansion of settlement in the period up to 1848.                                     | <b>6</b>  |
| (b) | What impact did the expansion of settlement have on indigenous people in the period before the Civil War? | <b>12</b> |
| (c) | How was the West transformed in the period after the Civil War?   | <b>12</b> |

**QUESTION 49. USA**

- |     |  |           |
|-----|--|-----------|
| (a) | Briefly outline the main areas of conflict between the North and South up to 1850.           | <b>6</b>  |
| (b) | To what extent was secession the major cause of the Civil War?                               | <b>12</b> |
| (c) | How far did post-Civil-War reconstruction lead to social and political changes in the South? | <b>12</b> |

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

- |     |  |           |
|-----|--|-----------|
| (a) | Briefly outline the roles played by Britain, France, and the United States during the 1956 War.  | <b>6</b>  |
| (b) | Why, after years of hostility, did Egypt and Israel agree to a peace settlement at Camp David in 1979?   | <b>12</b> |
| (c) | From your knowledge of the issue today, what have been the main factors leading to peace negotiations in recent years between Israel and neighbouring Arab states? | <b>12</b> |

**QUESTION 51. The Arab–Israeli Conflict**

- |     |   |           |
|-----|---|-----------|
| (a) | Briefly outline the development of the Palestine Liberation Organization until 1970.  | <b>6</b>  |
| (b) | What effects did the PLO's existence have on Israeli attitudes to national security during the 1970s and 1980s?                           | <b>12</b> |
| (c) | From your knowledge of the issue today, what are the problems for the PLO in reaching agreement with Israel over a new Palestinian state? | <b>12</b> |

**Please turn over**

<b>QUESTION 52. Conflict in Indo-China</b>		<b>Marks</b>
(a)	Briefly outline France's attempt to restore its colonial rule in Indo-China between 1945 and 1954.	<b>6</b>
(b)	Why did the USA intervene on such a large scale in Indo-China between 1963 and 1975?	<b>12</b>
(c)	From your knowledge of the issue today, how far have the 1990s witnessed a revival of Western economic and cultural influence in Indo-China?	<b>12</b>

**QUESTION 53. Conflict in Indo-China**

(a)	Briefly outline the methods that the United States used in its war in Indo-China from 1965 to 1975.	<b>6</b>
(b)	What were the consequences of the US withdrawal for the peoples of Indo-China in the period from 1975 to 1980?	<b>12</b>
(c)	From your knowledge of the issue today, are the current problems in Indo-China more the result of internal or external factors? In your answer, discuss <i>EITHER</i> Cambodia <i>OR</i> Vietnam.	<b>12</b>

**QUESTION 54. US–Soviet/CIS Relations in the Nuclear Age**

(a)	What was the 'Iron Curtain'?	<b>6</b>
(b)	What methods did the USA use to contain the spread of Soviet influence between 1945 and 1961?	<b>12</b>
(c)	From your knowledge of the issue today, explain why the United States has been able to relax its containment policies in the period since 1985.	<b>12</b>

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

(a)	Briefly describe the main events of the Cuban Missile Crisis in 1962.	<b>6</b>
(b)	Why did relations between the United States and the Soviet Union change in the period from 1963 to 1979?	<b>12</b>
(c)	From your knowledge of the issue today, to what extent have relations between the United States and the Soviet Union/CIS improved in the period after 1985?	<b>12</b>



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**1995**

# **MODERN HISTORY**

**2/3 UNIT (COMMON)**

**SOURCE BOOK  
CORE STUDY**

## SOURCES FOR QUESTION 1

SOURCE A. Extracts from *The Unknown Army* published in London 1985, by British historians Gloden Dallas and Douglas Gill.

By the last day of December 1914, well over a million men had been added to the military forces of Britain . . .

Without experience, without trained officers, without even uniforms and rifles, these men hoped to take on a professional German army equipped with machine-guns and artillery, trained and heavily dug in. Clearly, they could not be sent abroad without months of preparation . . .

Many of the new divisions had their first real experience of fighting as late as 1 July 1916, the first day of the Somme . . . when the British Army lost more men on a single day than any other army in the war. Little ground was gained and yet the offensives continued to be launched. Tens of thousands died. Some, however, deserted. Reports, listing deserters who had been executed, were read out on parade throughout the British Army to discourage further desertions.

‘The Unknown Army’, G Dallas & D Gill, Verso, London, 1985.

SOURCE B. Extracts from a parliamentary speech made by Attorney General, William Morris Hughes, on 14 July 1915, three months before he became Prime Minister, and a year before the first conscription referendum.

Britain asks Australia to consider sending 100 000 of the best and bravest of our men to the front, and to keep our fighting force at that strength. Any man who studies the dreadful casualty lists can calculate what that proposal means. This country is to be depleted week after week, and month after month, of its best men. To keep 100 000 at the front means, if the war lasts another year, not far short of 200 000 men all told. We cannot meet such a demand upon our manhood without completely disorganizing our economy . . . We need to marshal our resources and use them to the best advantage, and call upon wealth to make its corresponding sacrifice.

SOURCE C. A proclamation made by King George V on 26 May 1916, announcing conscription in Britain.

To enable our country to organize more effectively its military resources in the present great struggle for the cause of civilization, I have, acting on the advice of my Ministers, deemed it necessary to enlist every able-bodied man between the ages of eighteen and forty-one.

I desire to express my recognition and appreciation of the splendid patriotism and self-sacrifice displayed by the voluntary enlistment of more than five million men since the war commenced. This effort has far surpassed that of any other nation in history. I am confident that the magnificent spirit of my people during this war will inspire them to endure this additional sacrifice.

SOURCE D. Material used during the Australian conscription debates 1916–17.

Item 1



Item 2



**"NO for ME, Daddy!"**

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