



HIGHER SCHOOL CERTIFICATE EXAMINATION

1996

# 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**  
 (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) Use Map 1 and list **TWO** places on the Front Line where either side captured territory during 1916. **2**
  - (ii) Use Map 2 and list **TWO** ways in which the Front Line moved during 1918. **2**
- (b) Use your own knowledge and Sources B and C to explain how the armies on the Western Front attempted to overcome the difficulties of breaking through enemy lines. **8**
- (c) How reliable and useful are Sources B and D to an historian studying the nature of warfare on the Western Front in 1918? **8**
- In your answer, consider origin, motive, audience, and content.
- (d) Use your own knowledge and Sources A and C to explain why the Allies were able to force the Germans to accept an armistice in November 1918. **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**

Explain the development of welfare and industrial policies in Australia in the period from 1901 to 1914.

**QUESTION 3**

How do you explain the dominance of conservative parties in federal politics in Australia in the 1920s and 1930s?

**QUESTION 4**

The Great Depression affected Australians in different ways.

To what extent do you agree with this statement? Give evidence for your answer from the period after 1929.

**QUESTION 5**

World War II irrevocably changed Australia's pre-war relationship with Britain.

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

**PART B—BRITAIN****QUESTION 6**

Britain's main economic problem throughout the interwar years was unemployment.

To what extent do you agree with this statement? Give evidence from the period from 1919 to 1939.

**QUESTION 7**

Why did the Liberal Party disappear as a major political force during the interwar period?

**QUESTION 8**

In what ways did the British Government attempt to deal with Britain's international problems during the 1930s?

**QUESTION 9**

To what extent did the war years from 1939 to 1945 change British society?

**PART C—CHINA****QUESTION 10**

To what extent did the 1911 Chinese Revolution result in an overthrow of Confucianism?

**QUESTION 11**

How was the Guomindang (Kuomintang) able to unify China during the 1920s?

**QUESTION 12**

How important were both nationalism and communism to the survival and expansion of the Chinese Communist Party between 1934 and 1945?

**QUESTION 13**

Compare the responses to imperialism of the Guomindang (Kuomintang) and the Chinese Communist Party after 1931.

**PART D—GERMANY****QUESTION 14**

To what extent did Weimar governments solve the problems of Germany in the 1920s?

**QUESTION 15**

Why were democratic forces in Germany unable to prevent Hitler's rise to power by 1933?

**QUESTION 16**

Nazism affected every aspect of German society.

To what extent is this statement an accurate assessment of Germany from 1933 to 1939?

**QUESTION 17**

Why did Germany lose World War II, despite its victories early in the war?

**PART E—INDIA****QUESTION 18**

What roles did religion and social class play in the Indian nationalist movement up to 1919?

**QUESTION 19**

Violence played a significant role in the *swaraj* movement, even though Gandhi preached non-violence.

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

**QUESTION 20**

Although the British Empire in India survived World War II, the events of this period made India ungovernable for the British.

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

**QUESTION 21**

Explain why Indian independence was only possible if accompanied by partition.

**PART F—JAPAN****QUESTION 22**

Japan drifted into military dictatorship in the 1930s because of the inadequacies in its constitutional system.

To what extent do you agree with this statement? Support your argument with evidence.

**QUESTION 23**

Explain the changes in Japanese foreign policy between 1919 and 1937.

**QUESTION 24**

Analyse the strengths and weaknesses of the Japanese economy between 1919 and 1941.

**QUESTION 25**

Why did Japan lose the Pacific War, despite its early overwhelming victories?

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

To what extent do the different methods of Kerensky and Lenin explain the Bolshevik success in November 1917?

**QUESTION 27**

Why was there a change from War Communism to the New Economic Policy during the early 1920s?

**QUESTION 28**

In what ways did Stalin consolidate his totalitarian rule up to 1939?

**QUESTION 29**

Explain why the Soviet Union was successful in the Great Patriotic War, despite its initial defeats.

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

US society in the 1920s was obsessed with consumerism.

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

**QUESTION 31**

Why did the United States appear unwilling to confront international problems during the 1930s?

**QUESTION 32**

To what extent did state intervention during the 1930s benefit all Americans?

**QUESTION 33**

In what ways did the war years from 1941 to 1945 affect the United States?

**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 main events leading to the Reform Bill of 1832.   | <b>6</b>  |
| (b) | Why did both Gladstone and Disraeli introduce reforms during their prime ministerships?                                      | <b>12</b> |
| (c) | To what extent did the emergence of labour parties influence the introduction of reforms by British governments before 1914? | <b>12</b> |

**QUESTION 35. Britain**

- |     |  |           |
|-----|--|-----------|
| (a) | Briefly describe the main changes that had taken place in British agriculture by the early nineteenth century. | <b>6</b>  |
| (b) | What were the reasons for Britain's industrial revolution?   | <b>12</b> |
| (c) | To what extent did industrialisation change the social structure of nineteenth-century Britain?                | <b>12</b> |

**QUESTION 36. Germany**

- |     |   |           |
|-----|---|-----------|
| (a) | Briefly describe the main events leading to the Carlsbad Decrees.                     | <b>6</b>  |
| (b) | Why did the German Revolution of 1848 fail, despite its initial success?              | <b>12</b> |
| (c) | To what extent was nationalism the main factor leading to the unification of Germany? | <b>12</b> |



<b>QUESTION 37. Germany</b>	<b>Marks</b>
(a) Briefly describe the political structure of Germany after 1871.	<b>6</b>
(b) How influential were the German socialists in the period from 1871 to 1914?	<b>12</b>
(c) In what ways did the German economy change from 1871 to 1914?	<b>12</b>
 <b>QUESTION 38. Russia</b>	
(a) Briefly describe the main features of the system of the Tsars in the early nineteenth century.	<b>6</b>
(b) Why did revolution break out in Russia in 1905?	<b>12</b>
(c) To what extent did the Tsars use both repression and reform to maintain their rule from 1860 to 1914?	<b>12</b>
 <b>QUESTION 39. Russia</b>	
(a) Briefly describe the main problems faced by the serfs before Emancipation.	<b>6</b>
(b) In what ways had the condition of the peasants changed by 1905?	<b>12</b>
(c) What were the effects of industrialisation on Russian society by 1914?	<b>12</b>
 <b>QUESTION 40. China</b>	
(a) Briefly describe the Confucian system of government in traditional China.	<b>6</b>
(b) In what ways did Chinese authorities respond to the Taiping Rebellion?	<b>12</b>
(c) To what extent did the Boxer Rebellion change the rule of Qing (Ch'ing)?	<b>12</b>
 <b>QUESTION 41. China</b>	
(a) Briefly describe traditional Chinese attitudes to foreigners before 1839.	<b>6</b>
(b) How were China's relations with Western countries changed by the two Opium Wars?	<b>12</b>
(c) To what extent did Chinese authorities adapt to the Western impact between 1861 and 1911?	<b>12</b>
 <b>QUESTION 42. Japan</b>	
(a) Briefly describe the role of the Bakufu in Tokugawa Japan.	<b>6</b>
(b) Why was the authority of the Bakufu destroyed between 1853 and 1868?	<b>12</b>
(c) In what ways did the Japanese political system and social structure change between 1868 and 1890?	<b>12</b>

<b>QUESTION 43. Japan</b>	<b>Marks</b>
(a) Briefly describe the Tokugawa policy of isolation (Sakkoku) before 1853.	<b>6</b>
(b) How did Japan's relations with the Western powers change between 1853 and 1868?	<b>12</b>
(c) By 1912 Japan had successfully overcome the impact of Western imperialism.	<b>12</b>
To what extent do you agree with this statement? Give evidence for your answer.	

**QUESTION 44. India**

(a) Briefly describe the major factors that divided traditional Indian society.	<b>6</b>
(b) How were the Mughals able to control a population whose majority was Hindu?	<b>12</b>
(c) What were the effects of East India Company rule on the Indian economy and society up to 1857?	<b>12</b>

**QUESTION 45. India**

(a) Briefly describe the political structure of the British Raj after 1858.	<b>6</b>
(b) In what ways had the Indian economy been affected by British imperialism up to 1912?	<b>12</b>
(c) The British laid the foundations for Indian nationalism.	<b>12</b>
To what extent do you agree with this statement? Give evidence from the period from 1858 to 1912.	

**QUESTION 46. Australia**

(a) Briefly describe the colonisation of <i>EITHER</i> South Australia <i>OR</i> Western Australia.	<b>6</b>
(b) Why were free immigrants attracted to the Australian colonies during the nineteenth century?	<b>12</b>
(c) The impact of the gold-rushes was confined largely to Victoria.	<b>12</b>
To what extent do you agree with this statement? Give evidence for your answer.	

<b>QUESTION 47. Australia</b>	<b>Marks</b>
(a) Briefly describe the roles of the Governor and Legislative Council in New South Wales before 1856.	<b>6</b>
(b) Why was responsible government introduced in the Australian colonies in the 1850s?	<b>12</b>
(c) To what extent had land reform in the eastern colonies been achieved by the 1890s?	<b>12</b>

**QUESTION 48. USA**

(a) Briefly describe the expansion of the frontiers of the United States from the Louisiana Purchase in 1803 until 1850.	<b>6</b>
(b) What problems were created by the expansion of the United States before 1850?	<b>12</b>
(c) To what extent did the United States Government successfully manage its relations with Indian tribes from 1865 to 1890?	<b>12</b>

**QUESTION 49. USA**

(a) Briefly outline the events that led to the Civil War in 1861.	<b>6</b>
(b) Why did the South fail to win the Civil War?	<b>12</b>
(c) To what extent did the Civil War lead to changes in the United States in the period up to 1877?	<b>12</b>

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

(a) Briefly outline Israel’s territorial gains in the Six Day War of 1967.	<b>6</b>
(b) Why did Israel return some of these gains to Egypt in 1979, but keep the rest?	<b>12</b>
(c) From your knowledge of the issue today, to what extent has Israel’s control over these territories changed as part of the peace process during the last decade?	<b>12</b>

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

(a) Briefly describe the effects of the 1948–49 War on the Arab peoples of Palestine.	<b>6</b>
(b) In what ways did the Palestine Liberation Organisation (PLO) try to achieve its aims during the 1970s and 1980s?	<b>12</b>
(c) From your knowledge of the issue today, to what extent has the PLO made concessions to Israel as part of the peace process over the past decade?	<b>12</b>

**Please turn over**

<b>QUESTION 52. Conflict in Indo-China</b>	<b>Marks</b>
(a) Briefly outline the terms of the Indo-China settlement reached at the Geneva Conference in 1954.	<b>6</b>
(b) Why was the unification of Vietnam achieved in 1975, despite extensive United States support for South Vietnam?	<b>12</b>
(c) From your knowledge of the issue today, discuss the involvement of Australia and the United States in Indo-China over the past decade.	<b>12</b>

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

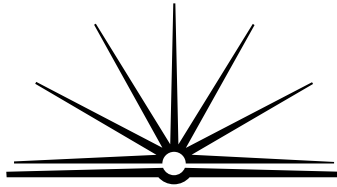
(a) Briefly outline the impact of the Indo-China War upon Cambodia between 1970 and 1975.	<b>6</b>
(b) What were the consequences of the Vietnamese invasion of Cambodia in 1978?	<b>12</b>
(c) From your knowledge of the issue today, how far has prolonged warfare shaped the problems facing Cambodia today?	<b>12</b>

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

(a) Briefly describe the SALT I agreement of 1972.	<b>6</b>
(b) How did attempts at arms limitation and reduction between the US and Soviet Union change between 1972 and 1985?	<b>12</b>
(c) From your knowledge of the issue today, to what extent have attempts at arms limitation and reduction between the US and Soviet Union/CIS been successful since 1985?	<b>12</b>

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

(a) Briefly describe the purpose of the Truman Doctrine in 1947.	<b>6</b>
(b) How did relations between the United States and the Soviet Union change between 1947 and 1963?	<b>12</b>
(c) From your knowledge of the issue today, to what extent have political and economic changes in the Soviet Union/CIS affected relations with the USA over the past decade?	<b>12</b>



**BOARD OF STUDIES**  
NEW SOUTH WALES

**HIGHER SCHOOL CERTIFICATE EXAMINATION**

**1996**

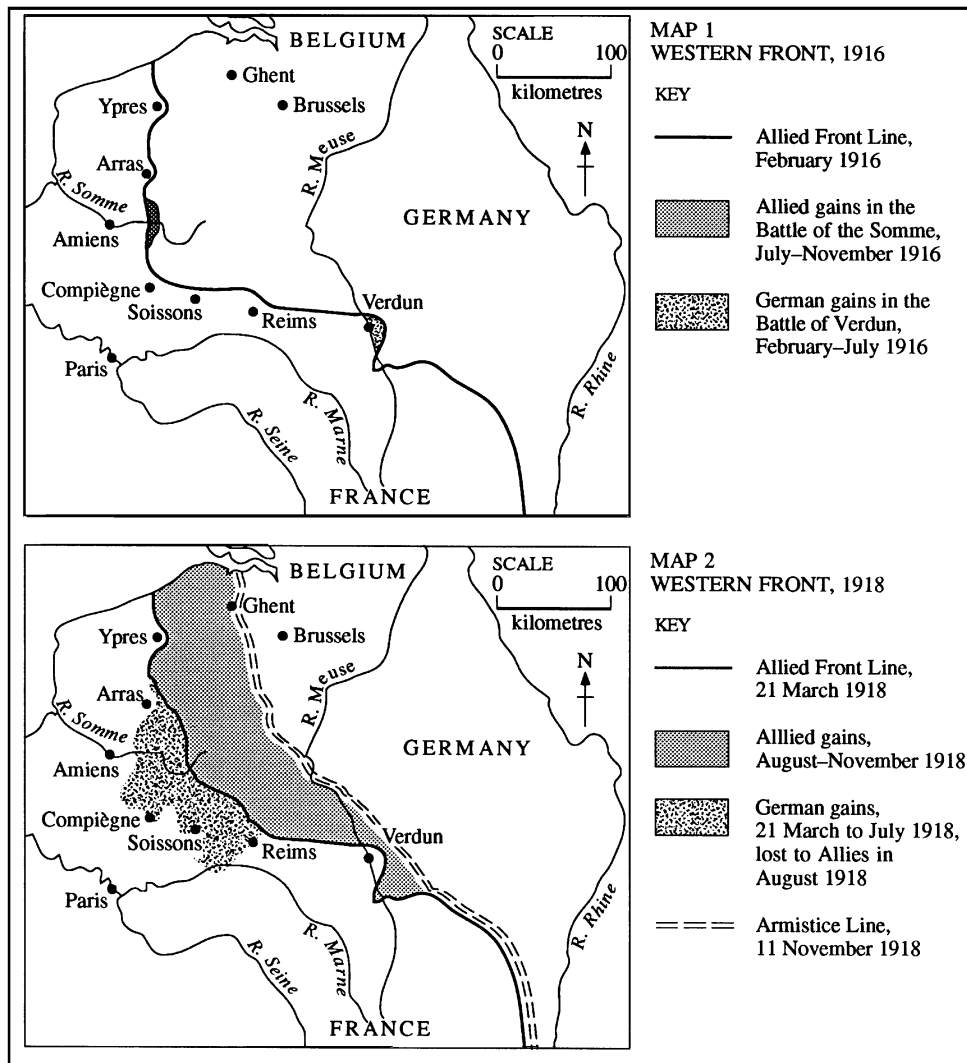
**MODERN HISTORY**

**2/3 UNIT (COMMON)**

**SOURCE BOOK  
CORE STUDY**

## SOURCES FOR QUESTION 1

SOURCE A. Maps of Western Front (national frontiers not shown).



SOURCE B. An extract from a letter written by a German officer, Lieutenant Rudolf Binding, to his family at about midnight on 20 March 1918.

Our preparations have been quite inconceivable in detail, and can only be described as the last word. The troops are packed in position so tight that those in front have been there for the last ten days. For weeks past, ammunition has been hauled and hauled, night after night, to be piled in mountains around the guns. All that is to be poured out on the enemy in four hours from now . . .

God knows how Ludendorff has got them together. Naturally the railways have been working day and night at this business; waiting for thousands of trains with men, horses, guns, wagons, ammunition, tools, rations, bridging material, and a hundred other things, was a trying business for everybody.

'A Fatalist at War', R Binding, George Allen and Unwin 1929.

SOURCE C. An extract from a history book, *To Win a War: 1918, The Year of Victory*, written by British historian, John Terraine, and published in 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 co-operation 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.

'To Win a War', John Terraine, Macmillan 1986.

SOURCE D. An extract from a paper by General Haig read to the British Cabinet on 19 October 1918.

The German Army has been badly beaten, but not broken up. It is still capable of serious resistance . . . and, in my opinion, it is quite capable of making an orderly retreat to a predetermined line of defence such as the line of the Meuse.

The American Army is disorganised, ill-equipped and ill-trained. It must be at least a year before it becomes a serious fighting force. The French Army is thoroughly worn out and capable of little offensive action this year.

The British Army is the most formidable fighting force in the world but there seems to be no prospect of its strength being maintained. It is not large enough on its own, or sufficiently fresh, to force a decision.

In the spring of 1919 the Allies will probably succeed in forcing the line of the Meuse and driving the enemy back upon the Rhine. In 1920, the real crushing of Germany will be possible, always provided that the British Army is kept up to its present strength. It is well to remember that the American Army, being fresher, will be the decisive factor . . .

British Cabinet Papers, CaB23/16 19/10/16

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