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Centre Number

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Student Number

2001
HIGHER SCHOOL CERTIFICATE
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 Student Number and Centre Number at the top of this page and pages 3 and 5

Total marks – 100

Section I Pages 2–6

30 marks

- Attempt Questions 1–3
- Allow about 55 minutes for this section

Section II Pages 7–15

40 marks

- Attempt TWO questions from Questions 4–19, both from the same National Study
- Allow about 1 hour and 10 minutes for this section

Section III Pages 16–18

30 marks

- Attempt ONE question from Questions 20–26
- Allow about 55 minutes for this section

Section I — World War I and Its Aftermath, 1914–1921

30 marks

Attempt Questions 1–3

Allow about 55 minutes for this section

Answer the questions in the spaces provided.

Refer to the source booklet to answer Questions 1–3.

	Marks
Question 1 (10 marks)	
(a) Using Source <i>A</i> :	
List THREE items used by soldiers in the trench.	3
.....	
.....	
.....	
(b) Using Source <i>B</i> :	
(i) List FOUR ways that the Allies used the tank.	4
.....	
.....	
.....	
.....	
(ii) List THREE mistakes made by Harper in planning his attack at Cambrai.	3
.....	
.....	
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Centre Number

Section I (continued)

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Student Number

Question 2 (10 marks)

Use Sources *A* and *B* and your own knowledge.

How successful were the Allies and the Germans in using technology to break the stalemate on the Western Front?

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Question 2 continues on page 4

Modern History

Section II — National Studies

40 marks

Attempt TWO questions from Questions 4–19, both from the same National Study

Allow about 1 hour and 10 minutes for this section

Answer each question in a SEPARATE writing booklet. Extra writing booklets are available

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
-

Please turn over

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-

Marks

Option A: USA 1898–1941

Attempt BOTH Question 4 and Question 5

Question 4 (20 marks)

- (a) Account for the development of racism in the USA between 1898 and 1941. **20**

OR

- (b) Explain how industrialisation affected America's society and economy during the 1920s and 1930s. **20**

Question 5 (20 marks)

(a) **William Randolph Hearst**

- (i) Outline the main events in the public life of William Randolph Hearst from 1898 to 1941. **10**
- (ii) Assess William Randolph Hearst's role in the development of conservatism in the 1920s and 1930s. **10**

OR

(b) **J Edgar Hoover**

- (i) Outline the major events in the career of J Edgar Hoover from 1917 to 1941. **10**
- (ii) Assess J Edgar Hoover's contribution to law enforcement in the 1920s and 1930s. **10**

Option B: Japan 1904–1941

Attempt BOTH Question 6 and Question 7

Question 6 (20 marks)

- (a) Account for the expansion of Japanese imperialism between 1904 and 1941. **20**

OR

- (b) Account for the domination of the militarists in Japan in the 1920s and 1930s. **20**

Question 7 (20 marks)

(a) **Emperor Hirohito**

- (i) Outline the main events in the reign of Emperor Hirohito between 1926 and 1941. **10**
- (ii) Assess Emperor Hirohito's contribution to the Japanese government and political system. **10**

OR

(b) **Kita Ikki**

- (i) Outline the main events in the career of Kita Ikki between 1919 and 1937. **10**
- (ii) Assess Kita Ikki's contribution to the Japanese political system. **10**

In this section you will be assessed on how well you:

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 - use historical terms and concepts appropriately
-

Marks

Option C: China 1911–1949

Attempt BOTH Question 8 and Question 9

Question 8 (20 marks)

- (a) Account for the development of nationalism in China between 1911 and 1949. **20**

OR

- (b) Account for the success of the communist forces against the nationalist forces between the 1920s and 1949. **20**

Question 9 (20 marks)

(a) **Sun Yixian (Sun Yat-sen)**

- (i) Outline the main events in the career of Sun Yixian (Sun Yat-sen) between 1911 and 1925. **10**
- (ii) Assess Sun Yixian's (Sun Yat-sen's) contribution to the reorganisation of the Guomindang (Kuomintang). **10**

OR

(b) **Zhu De (Chu Teh)**

- (i) Outline the main events in the career of Zhu De (Chu Teh) between 1920 and 1949. **10**
- (ii) Assess Zhu De's (Chu Teh's) role in the development of the Chinese Communist Party. **10**

Option D: Russia and the Soviet Union 1917–1945

Attempt BOTH Question 10 and Question 11

Question 10 (20 marks)

- (a) Explain how Russia and the Soviet Union modernised from the Bolshevik Revolution in 1917 until 1945. **20**

OR

- (b) Account for the development of totalitarianism under Stalin between 1928 and 1945. **20**

Question 11 (20 marks)

(a) **Alexandra Kollontai**

- (i) Outline the main events in the life of Alexandra Kollontai between 1917 and 1945. **10**
- (ii) Assess Alexandra Kollontai's role in changing women's lives and experiences in the Soviet Union. **10**

OR

(b) **Leon Trotsky**

- (i) Outline the main events in the career of Leon Trotsky between 1917 and 1940. **10**
- (ii) Assess Leon Trotsky's role in the consolidation of Bolshevik power to 1924. **10**

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

Option E: Germany 1918–1945

Attempt BOTH Question 12 and Question 13

Question 12 (20 marks)

- (a) Account for the development of militarism in Germany between 1928 and 1945. **20**

OR

- (b) Explain how Hitler made use of racism in German society between 1928 and 1945. **20**

Question 13 (20 marks)

(a) **Leni Riefenstahl**

- (i) Outline the main events in the career of Leni Riefenstahl from the 1920s to 1945. **10**
- (ii) Assess Leni Riefenstahl's role in the transformation of German social and cultural life under Nazism. **10**

OR

(b) **Albert Speer**

- (i) Outline the major events in the career of Albert Speer from 1931 to 1945. **10**
- (ii) Assess Albert Speer's role in the Nazi war machine. **10**

Option F: India 1919–1947

Attempt BOTH Question 14 and Question 15

Question 14 (20 marks)

- (a) Explain how Mahatma Gandhi contributed to the growth of Indian nationalism between 1919 and 1947. **20**

OR

- (b) Explain how the campaigns of resistance to British authority in the 1930s and 1940s were used to achieve Indian self-determination. **20**

Question 15 (20 marks)

(a) **Jawaharlal Nehru**

- (i) Outline the main events in the career of Jawaharlal Nehru between 1919 and 1947. **10**
- (ii) Assess Jawaharlal Nehru's contribution to the achievement of Indian independence. **10**

OR

(b) **Mohammad Ali Jinnah**

- (i) Outline the major events in the career of Mohammad Ali Jinnah between 1919 and 1947. **10**
- (ii) Assess Mohammad Ali Jinnah's contribution to the achievement of independence and partition. **10**

In this section you will be assessed on how well you:

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 - support your answer with relevant, accurate, historical information
 - use historical terms and concepts appropriately
-

Marks

Option G: Australia in the World 1946–1996

Attempt BOTH Question 16 and Question 17

Question 16 (20 marks)

- (a) Explain the impact of globalisation on Australian foreign policy between 1946 and 1996. **20**

OR

- (b) Explain the impact of anti-communism on Australian politics between 1946 and 1972. **20**

Question 17 (20 marks)

(a) **Dr Herbert Vere Evatt**

- (i) Outline the main events in the career of Dr Herbert Vere Evatt between 1946 and 1965. **10**
- (ii) Assess Dr Herbert Vere Evatt's role in the United Nations. **10**

OR

(b) **Malcolm Fraser**

- (i) Outline the major events in the career of Malcolm Fraser between 1950 and 1996. **10**
- (ii) Assess Malcolm Fraser's contribution to foreign policy directions in Australia from 1975 to 1983. **10**

Option H: Indonesia 1950–1998

Attempt BOTH Question 18 and Question 19

Question 18 (20 marks)

- (a) Explain how decolonisation changed Indonesia between 1950 and 1998. **20**

OR

- (b) Explain how economic growth under Suharto's New Order related to demands for democracy. **20**

Question 19 (20 marks)

(a) **Sukarno**

- (i) Outline the main events in the career of Sukarno between 1950 and 1970. **10**
- (ii) Assess Sukarno's role in the failure of democracy between 1950 and 1965. **10**

OR

(b) **Pramoedya Ananta Toer**

- (i) Outline the major events in the career of Pramoedya Ananta Toer between 1950 and 1998. **10**
- (ii) Assess Pramoedya Ananta Toer's contribution to the nationalist movement in Indonesia. **10**

Section III — International Studies in Peace and Conflict

30 marks

Attempt ONE question from Questions 20–26

Allow about 55 minutes for this section

Answer the question in a SEPARATE writing booklet. Extra writing booklets are available.

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 A: Conflict in the Pacific 1937–1951 (30 marks)	
(a) Explain the failure of the Japanese armed forces to consolidate their position after the fall of Singapore.	30
OR	
(b) Discuss the impact of Japanese imperialism on Asian peoples in occupied territories from the Japanese attack on China to 1945.	30
Question 21 — Option B: The Cold War 1945–1991 (30 marks)	
(a) Assess the significance of the Truman Doctrine in the struggle to contain communism from 1947 to 1975.	30
OR	
(b) Assess the role of imperialism in the development of any ONE Cold War crisis between 1948 and 1989.	30

Marks

Question 22 — Option C: The United Nations as Peacekeeper 1946–1999
(30 marks)

- (a) Assess the role of the UN Security Council in international diplomacy from the signing of the Charter of the United Nations to 1979. **30**

OR

- (b) Evaluate the effectiveness of UN Peacekeeping Forces in dealing with any TWO crises between 1950 and 1999. **30**

Question 23 — Option D: Conflict in South Africa 1948–1994 (30 marks)

- (a) Assess the role of the African National Congress (ANC) in achieving the accession to power of Nelson Mandela. **30**

OR

- (b) Evaluate the significance of the Sharpeville Massacre in the growth of the international anti-apartheid movement to 1994. **30**

Question 24 — Option E: Arab–Israel Conflict 1948–1996 (30 marks)

- (a) Discuss the use of terrorism by religious groups after the establishment of Fatah and the PLO in 1964. **30**

OR

- (b) Assess the contribution of the Intifada to the development of nationalism in the Arab–Israel Conflict between 1987 and 1996. **30**

Please turn over

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 25 — Option F: Conflict in Indochina 1954–1979 (30 marks)	
(a) Assess the contribution of the media in determining the outcomes of war in Indochina from the overthrow of Diem to the withdrawal of US troops from Vietnam in 1975.	30

OR

(b) Evaluate the significance of the Tet Offensive in the success of communism in Indochina between 1968 and 1979.	30
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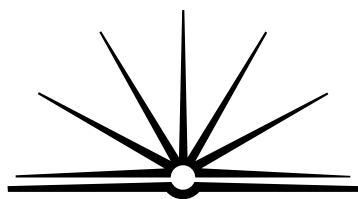
Question 26 — Option G: Anglo-Irish Relations 1968–1998 (30 marks)

(a) Discuss the effectiveness of the deployment of British troops in dealing with the problems of sectarianism in Northern Ireland between 1969 and 1998.	30
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OR

(b) Evaluate the contributions of the peacemakers from the founding of the Women's Peace Movement to the signing of the Peace Treaty.	30
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End of paper



BOARD OF STUDIES
NEW SOUTH WALES

2001

**HIGHER SCHOOL CERTIFICATE
EXAMINATION**

Modern History

Source Booklet

Instructions

Detach this source booklet

Source A Page 2

Source B Page 2

Source C Page 3

Source D Page 3

Source A

A Trench Scene



Source B

Extract from the *First World War* by John Keegan, published 1998

The tanks, massed on a front of 10 000 yards, were to advance in dense formation, with the infantry following close behind to take prisoners, capture guns and consolidate the ground conquered. The way into the enemy positions would be secured by the tanks crushing lanes through the wire—in the Hindenburg position at Cambrai several hundred yards deep—while the tanks would find a way across the trenches by dropping into them ‘fascines’—bundles of brushwood—as bridges. There were three successive German lines, 7000 yards—nearly four miles—deep, and it was intended to break through all in a single bound on the first day.

Because the Cambrai front had long been quiet, it was garrisoned by only two divisions, the 20th Landwehr and the 54th Reserve, supported by no more than 150 guns . . . The 54th Reserve . . . was commanded by General Von Walter . . . who had, unusually among German soldiers, taken account of the tanks’ potentiality [potential] and trained his gunners to engage moving targets from protected positions.

Walter’s keen interest in tank operations—at a time when the German army had no tanks—was to be of the greatest influence on the outcome of the battle. So, too, was the failure of comprehension of the tank’s potential on the part of [British] General G. M. Harper, commanding the 51st Highland Division, the infantry formation at the centre of the front of attack. Harper, brave but conventional, did not like tanks but loved his Highland soldiers. He had formed the view that tanks would attract German artillery fire on to his infantry and so, instead of insisting that they follow closely, ordered them to keep 150–200 yards behind. The resulting separation was to spell doom to the British attack at the now critical moment of the battle.

Source C

Woodrow Wilson, Address to a Joint Session of the Congress of the United States, 8 January 1918

We have no jealousy of German greatness, and there is nothing in this programme [Wilson's 14 points] that impairs it. We grudge her no achievement or distinction of learning or of pacific enterprise such as have made her record very bright and very enviable. We do not wish to injure her or to block in any way her legitimate influence or power. We do not wish to fight her either with arms or with hostile arrangements of trade if she is willing to associate herself with us and the other peace-loving nations of the world in covenants of justice and law and fair dealing. We wish her only to accept a place of equality among the peoples of the world,—the new world in which we now live,—instead of a place of mastery.

Source D

From a note by the German government to the Allies, 22 June 1919

. . . The government of the German republic is committed to fulfilling the peace conditions imposed on Germany. It would like . . . to counter at the outset any accusation of untruthfulness which could be made against Germany now or later. The conditions imposed exceed the limits that Germany can in fact achieve. The government of the German republic therefore feels obliged to declare that it is expressing all reservations and rejects any responsibility for the consequences which could be imposed on Germany when the unworkability of the conditions, even with the most extreme straining of German capabilities, becomes apparent, as it must. Germany further places the greatest emphasis on the declaration that it cannot accept Article 231 of the peace treaty which demands of Germany that it admits to being the sole instigator of the war and that its signature does not cover it.

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