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Centre Number

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Student Number

**2010**  
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 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 1–8

Part B – 10 marks

- Attempt Question 9

**Section II** Pages 7–9

**25 marks**

- Attempt ONE question from Questions 10–18
- Allow about 45 minutes for this section

**Section III** Page 10

**25 marks**

- Attempt BOTH parts of Question 19
- Allow about 45 minutes for this section

**Section IV** Pages 11–13

**25 marks**

- Attempt ONE question from Questions 20–26
- 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 1–8**

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.

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Use Source *A* to answer questions 1–2.

**1** Where was the Western Front at the end of 1914? **1**

- (A) Belgium and France
- (B) France and Germany
- (C) Belgium, France and Germany
- (D) Belgium, France, Germany and Holland

**2** In which year did the Germans come closest to Paris? **1**

- (A) 1914
- (B) 1916
- (C) 1917
- (D) 1918

**3** Which two of the following factors best explain why the Somme Offensive in 1916 failed to take more ground? **1**

- i Insufficient British troops
  - ii The failure of British tanks
  - iii The strength of German defences
  - iv Inadequate British military planning and tactics
- (A) i and ii
  - (B) ii and iii
  - (C) i and iv
  - (D) iii and iv

Use Source *B* to answer questions 4–6.

**4** Robert Graves describes the suitability of which weapons amongst the Cuinchy brick-stacks? **1**

- (A) Gas and tanks
- (B) Rifles and artillery
- (C) German rifle-grenades and trench-mortars
- (D) German sausage mortar-bombs and machine guns

**5** What is the meaning of the word ‘snipes’ as used by Graves? **1**

- (A) To climb into the trenches
- (B) To look down into the trenches
- (C) To fire generally into the trenches
- (D) To shoot at a specific target in enemy trenches

**6** According to Graves, the British could not respond effectively to German attacks because **1**

- (A) German trenches were better constructed.
- (B) Germans were better positioned in the trenches.
- (C) German rifle grenades were better than British ones.
- (D) Germans had more and superior weapons to the British.

**7** Use your own knowledge and Source *C* to give **THREE** reasons why it was difficult to evacuate wounded men from the trenches. **3**

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## Modern History

### Section II — National Studies

**25 marks**

**Attempt ONE question from Questions 10–18**

**Allow about 45 minutes for this section**

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

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

- (a) Assess the impact of the Australian Labor Party (ALP) split in 1954 on Australian society and politics. **25**

**OR**

- (b) To what extent was Australian foreign policy between 1945 and 1983 a reaction to the Cold War? **25**

#### **Question 11 — Option B: China 1927–1949 (25 marks)**

- (a) To what extent was national unity the most important concern of the Guomintang (GMD/Kuomintang) during the Nationalist decade 1927–1937? **25**

**OR**

- (b) Assess the impact of Japanese imperialism on China after 1931. **25**

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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 12 — Option C: Germany 1918–1939 (25 marks)**

- (a) Assess the influence of the German army on the successes and failures of the Weimar Republic by 1933. **25**

**OR**

- (b) Evaluate Hitler's role in the Nazi state between 1933 and 1939. **25**

**Question 13 — Option D: India 1919–1947 (25 marks)**

- (a) Account for the growth of the All-India Muslim League in the 1930s. **25**

**OR**

- (b) Assess the impact of World War II on the movement towards Indian independence. **25**

**Question 14 — Option E: Indonesia 1959–1998 (25 marks)**

- (a) To what extent was Sukarno responsible for his own downfall? **25**

**OR**

- (b) How significant were the problems of East Timor and other regions in bringing about the collapse of the New Order? **25**



**Question 15 — Option F: Japan 1904–1937 (25 marks)**

- (a) Account for Japan's emergence as a great power by the 1920s. **25**

**OR**

- (b) Evaluate the impact of the Great Depression on Japanese politics to 1937. **25**

**Question 16 — Option G: Russia and the Soviet Union 1917–1941 (25 marks)**

- (a) To what extent was the New Economic Policy (NEP) essential to the Bolshevik consolidation of power? **25**

**OR**

- (b) Assess the impact of the purges on the development of Stalinism during the 1930s. **25**

**Question 17 — Option H: South Africa 1960–1994 (25 marks)**

- (a) Assess the significance of the Sharpeville massacre in the changing nature of national resistance to *apartheid* after 1960. **25**

**OR**

- (b) To what extent was the use of repression and oppression by the South African government effective as a means of exercising its control before 1994? **25**

**Question 18 — Option I: USA 1919–1941 (25 marks)**

- (a) How significant were Republican policies in causing the Great Depression? **25**

**OR**

- (b) To what extent did the economic difficulties of the 1930s have a greater effect on workers than any other group in American society? **25**

### Section III — Personalities in the Twentieth Century

**25 marks**

**Attempt BOTH parts of Question 19**

**Allow about 45 minutes for this section**

Answer part (a) of the question in a writing booklet. Answer part (b) of the question in a SEPARATE writing booklet. Extra writing booklets are available.

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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 writing booklet(s) under your student number.

**Question 19** (25 marks)

(a) Describe the life of the personality you have studied. **10**

(b) ‘People are swept along by events. Some individuals use events to advantage.’ **15**

How accurate is this statement in relation to the personality you have studied?

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 20–26**

**Allow about 45 minutes for this section**

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

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

- (a) To what extent were British policies and actions the main cause of the growth of conflict in Northern Ireland between 1968 and 1972? **25**

**OR**

- (b) Assess who gained and who lost as a result of the Good Friday Agreement of 1998. **25**

### **Question 21 — Option B: Conflict in Europe 1935–1945 (25 marks)**

- (a) How significant were the Battle of Stalingrad and the Russian campaign in leading to the Allied victory in the European War? **25**

**OR**

- (b) Assess the impact of Nazi racial policies on civilians during the European War. **25**

### **Question 22 — Option C: Conflict in Indochina 1954–1979 (25 marks)**

- (a) Evaluate the effectiveness of the strategies and tactics used by the opposing sides during the Second Indochina War. **25**

**OR**

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

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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 23 — Option D: Conflict in the Pacific 1937–1951 (25 marks)**

- (a) To what extent was the Battle of Midway the most significant turning point in the Pacific War? **25**

**OR**

- (b) Assess the impact of the Pacific War on the home fronts in Australia and Japan. **25**

**Question 24 — Option E: Arab–Israeli Conflict 1948–1996 (25 marks)**

- (a) Assess the significance of the War of Independence (The Catastrophe) to the continuing conflict between Israelis and Palestinians to 1967. **25**

**OR**

- (b) To what extent was there support and opposition to the peace process among Israelis and Palestinians between 1987 and 1996? **25**

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

- (a) To what extent did the creation of the Berlin Wall in 1961 affect the development of the Cold War? **25**

**OR**

- (b) Evaluate the successes and failures of the policy of Detente by the end of the 1970s. **25**

**Question 26 — Option G: The United Nations as Peacekeeper 1946–2001**

(25 marks)

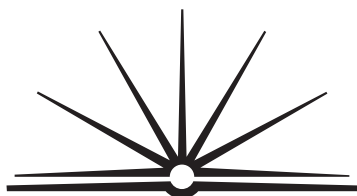
- (a) How successful was the United Nations in meeting the challenges associated with the creation of Israel, the establishment of Communist China and the outbreak of the Korean War? **25**

**OR**

- (b) Assess the effectiveness of the UN as international peacekeeper in any TWO of the following FOUR conflicts: the Gulf War and its aftermath; the former Yugoslavia; Somalia 1993 and Rwanda 1994; East Timor 1999–2001. **25**

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BOARD OF STUDIES  
NEW SOUTH WALES

**2010**

HIGHER SCHOOL CERTIFICATE  
EXAMINATION

# Modern History

## Source Booklet

Awaiting copyright

### Instructions

Detach this source booklet

**Source A** Page 2

**Source B** Page 2

**Source C** Page 3

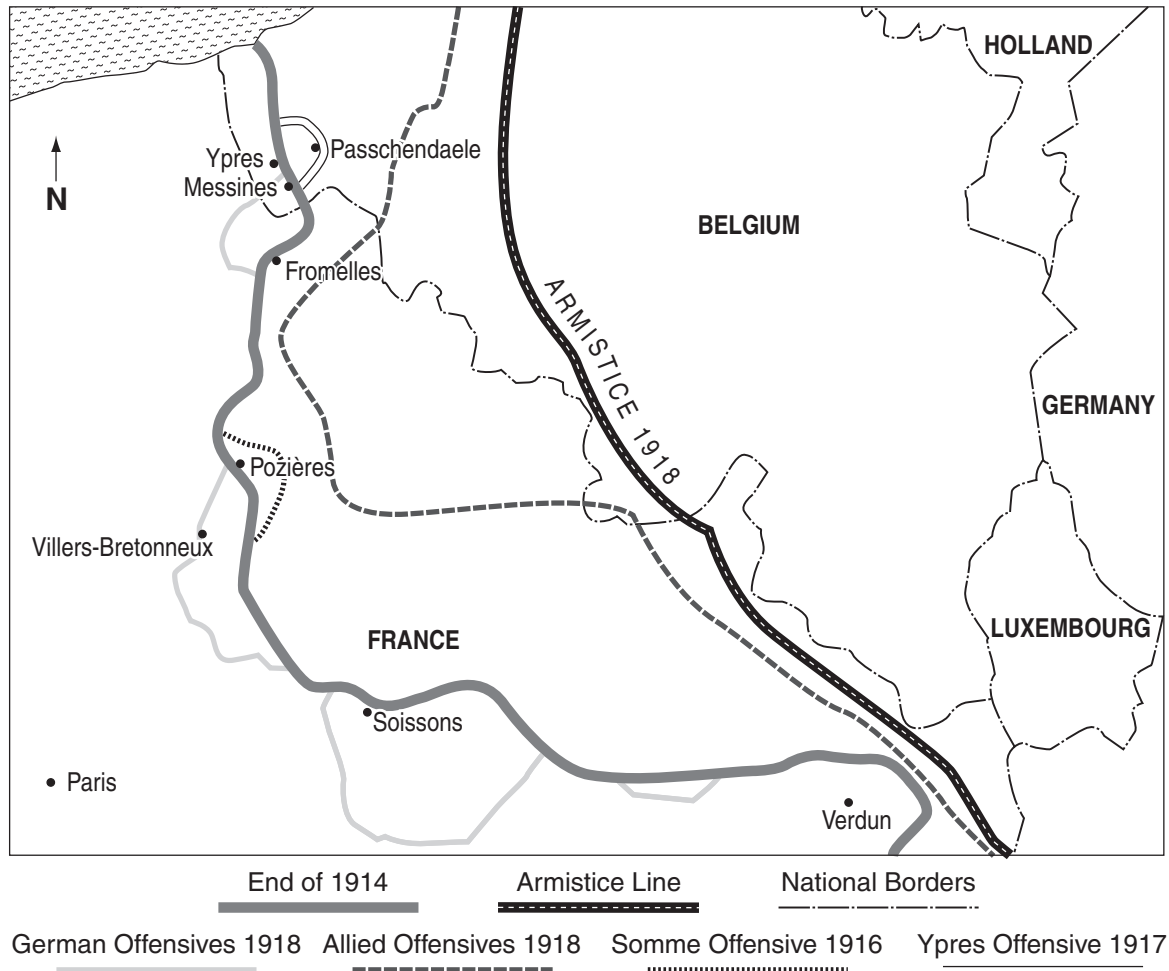
**Source D** Page 3

**Source E** Page 4

**Source F** Page 4

### Source A

Map showing changes to the Western Front 1914–1918



### Source B

Extract from a letter by British soldier Robert Graves to a friend, May 1915.

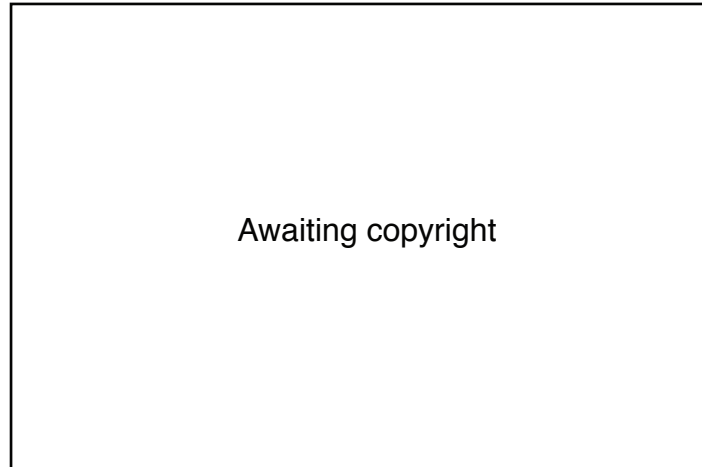
*May 28th.* In trenches among the Cuinchy brick-stacks. Not my idea of trenches. There has been a lot of fighting hereabouts. The trenches have made themselves rather than been made, and run inconsequently in and out of the big thirty-foot high stacks of bricks; it is most confusing. The parapet of a trench which we don't occupy is built up with ammunition boxes and corpses. Everything here is wet and smelly. The Germans are very close: they have half the brick-stacks, we have the other half. Each side snipes down from the top of its brick-stacks into the other's trenches.

This is also a great place for German rifle-grenades and trench-mortars. We can't reply properly; we have only a meagre supply of rifle-grenades and nothing to equal the German sausage mortar-bomb. This morning about breakfast time, just as I came out of my dug-out, a rifle-grenade landed within six feet of me. For some reason, instead of falling on its head and exploding, it landed with its stick in the wet clay and stood there looking at me. They are difficult to see coming; they are shot from a rifle, with its butt on the ground, tilted, and go up a long way before turning over and coming down head first.



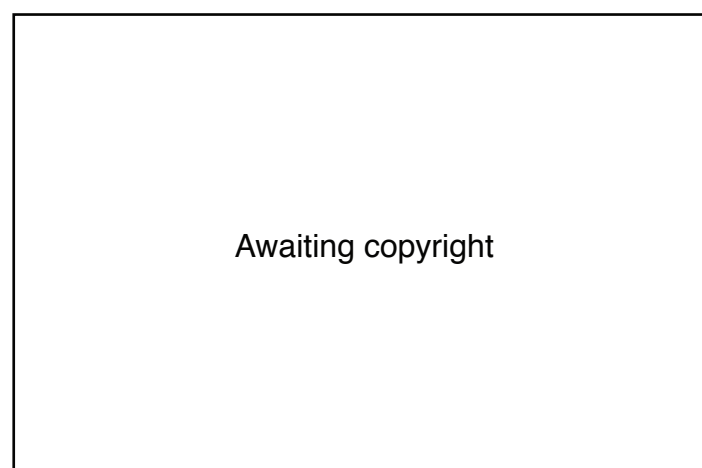
**Source C**

Photograph of French soldiers in a communication trench near Verdun.



**Source D**

Extract from John Laffin, *The Western Front Illustrated 1914–1918*, Sydney, 1993.



### Source E

Extract from a letter by Charles Seymour, member of the US delegation at the Paris Peace Conference, 11 June 1919.

. . . The attitude of the different governments remains unchanged from last week and it seems very questionable whether they can reach an agreement during the next four or five days. Lloyd George is still insisting on radical changes and concessions to the Germans. Wilson has agreed that so far as economic terms are concerned, it would be most desirable to have a fixed indemnity\* set; but in this respect the French are holding out, fearing that the amount of the indemnity which seems large to us now would seem very small in a few years . . .

\* indemnity: *reparations*

### Source F

Extract from *The Truth About the Peace Treaties* by David Lloyd George, British Prime Minister 1916–1922, published in 1938.

Clemenceau and Orlando, Premier of Italy, also had their difficulties with the public opinion of their respective countries. The pressure in their case, exactly as in mine, came from the extremists who insisted upon extracting out of the victory, advantages which were in contravention of\* the fundamental principles of the peace terms formulated by the Allies. The two issues which created the greatest trouble between France, on the one hand, and Britain and the United States of America on the other, were the fixation of the Western boundaries of Germany (this included the highly controverted\*\* questions of the Rhine frontier and the future destiny of the Saar coalfields); and the extortionate\*\*\* demand put forward by French Ministers for reparations from Germany.

\* in contravention of: *against*

\*\* controverted: *controversial*

\*\*\* extortionate: *unreasonably large*