



HIGHER SCHOOL CERTIFICATE EXAMINATION

1995

MODERN HISTORY

2 UNIT

PEOPLE AND EVENTS

*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 ONE Part.
- Attempt BOTH questions from the Part chosen.
- 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

- | | | | |
|-----|-------|--|-----------|
| (a) | (i) | Use Source A. In which State did the highest proportion of voters vote 'No' to conscription? | 1 |
| | (ii) | Use Source A. In what way was the total vote different to the soldiers' vote? | 1 |
| | (iii) | Use Source B. List any THREE reasons why some Australians were opposed to conscription. | 3 |
| | (iv) | Use Sources B and C. How are the reasons against conscription in Source B different from the reasons in Source C? | 3 |
| | (v) | Use Source D. What is Lieutenant Raws's attitude to war? | 4 |
| (b) | | Use your own knowledge <i>and</i> Sources A and B to explain how Australians were divided over conscription during the war. | 12 |
| (c) | | How reliable and useful would Sources C and D be to a historian studying the soldiers' attitudes to the war effort? In your answer, consider both the origin and content of the sources. | 6 |

SECTION II
TWENTIETH-CENTURY NATIONAL STUDIES
 (40 Marks)

Marks

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

Attempt ONE Part.

Attempt BOTH questions from the Part chosen.

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.

Start each part of each question on a new page.

PART A—AUSTRALIA

QUESTION 2

- | | | |
|-----|---|----------|
| (a) | Describe the aims of the New Guard. | 8 |
| (b) | Why was Jack Lang dismissed? | 8 |
| (c) | What effects did the bombing of Darwin have on Australian attitudes to war? | 4 |

QUESTION 3

- | | | |
|-----|---|----------|
| (a) | Describe the main achievements of John Curtin's political career. | 8 |
| (b) | How were Australian women's lives changed in World War II? | 8 |
| (c) | What were the effects of Margaret Tucker's work for Aboriginal peoples? | 4 |

PART B—BRITAIN**Marks****QUESTION 4**

- | | |
|--|----------|
| (a) Describe the life of a coal miner in Britain in the 1920s. | 8 |
| (b) What were the effects of the Great Depression in Britain? | 8 |
| (c) How successful were the tactics of Emmeline Pankhurst in achieving the aims of the suffragettes? | 4 |

QUESTION 5

- | | |
|---|----------|
| (a) Describe the activities of the Women's Land Army. | 8 |
| (b) Why was Winston Churchill a popular wartime leader? | 8 |
| (c) Why was the Battle of Britain so important for Britain's military survival? | 4 |

PART C—CHINA**QUESTION 6**

- | | |
|---|----------|
| (a) Describe the main events in the life of Jiang Jieshi (Chiang Kai-Shek). | 8 |
| (b) How did the Long March help the Chinese Communists survive the attacks by Jiang Jieshi (Chiang Kai-shek)? | 8 |
| (c) How important was peasant support in the Chinese Communist Party's rise to power before 1949? | 4 |

QUESTION 7

- | | |
|--|----------|
| (a) Describe the main events of the Revolution of 1911. | 8 |
| (b) How effectively did Jiang Jieshi (Chiang Kai-shek) lead his forces against the Japanese between 1931 and 1945? | 8 |
| (c) Why did the Japanese militarists install Pu Yi as Emperor of Manchukuo? | 4 |

PART D—GERMANY**Marks****QUESTION 8**

- (a) Describe how the Jewish community was treated in Germany during the 1930s. **8**
- (b) What were the reasons for the Night of the Long Knives? **8**
- (c) What was Hindenburg's role as President in the period from 1925 to 1934? **4**

QUESTION 9

- (a) Describe the main activities of the Nazi Youth Groups. **8**
- (b) How did Hitler come to power from 1930 to 1933? **8**
- (c) What were the results of the French occupation of the Ruhr? **4**

PART E—INDIA**QUESTION 10**

- (a) Describe the events of the Amritsar Massacre of 1919. **8**
- (b) How did Mahatma Gandhi gain popular support in the period from 1919 to 1935? **8**
- (c) What influence did untouchables have in Indian politics in the period from 1919 to 1939? **4**

QUESTION 11

- (a) Describe the main events in the life of Mohammed Ali Jinnah. **8**
- (b) How did the aims of the All-Indian Muslim League change between 1906 and 1940? **8**
- (c) What were the effects of the partition of India in 1947? **4**

PART F—JAPAN**Marks****QUESTION 12**

- | | |
|---|----------|
| (a) Describe the Japanese attack on Pearl Harbor in 1941. | 8 |
| (b) How did the militarists dominate the Japanese Government in the 1930s? | 8 |
| (c) In what ways did the Emperor Hirohito influence Japanese political life up to 1945? | 4 |

QUESTION 13

- | | |
|--|----------|
| (a) Describe the role of General Tojo in Japanese politics up to 1945. | 8 |
| (b) Why was Japan so successful in the Russo-Japanese War of 1904–5? | 8 |
| (c) How important were the zaibatsu in Japan's economy before 1945? | 4 |

PART G—RUSSIA/SOVIET UNION**QUESTION 14**

- | | |
|---|----------|
| (a) Outline the main events in Leon Trotsky's life. | 8 |
| (b) In what ways did the role of the secret police change in the Soviet Union under Lenin and Stalin? | 8 |
| (c) How did the overthrow of the Tsar affect the Government of Russia in 1917? | 4 |

QUESTION 15

- | | |
|---|----------|
| (a) Outline the main events in Stalin's political career. | 8 |
| (b) In what ways did the lives of kulaks change under Stalin? | 8 |
| (c) What were the effects of the purges on Soviet society? | 4 |

PART H—UNITED STATES OF AMERICA**Marks****QUESTION 16**

- | | |
|---|----------|
| (a) Describe the main activities of the Ku Klux Klan. | 8 |
| (b) How did Franklin Roosevelt help the unemployed in the 1930s? | 8 |
| (c) What were the effects of Prohibition on society in the United States? | 4 |

QUESTION 17

- | | |
|---|----------|
| (a) Describe the wartime leadership of Franklin D. Roosevelt. | 8 |
| (b) How did Douglas MacArthur's leadership influence the Pacific War? | 8 |
| (c) What contribution did the USA make to D-Day? | 4 |

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 NATIONAL STUDIES**QUESTION 18. Australia**

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|-----|---|-----------|
| (a) | Outline the main aims of Caroline Chisholm. | 12 |
| (b) | Why did the squatters become so powerful in the period up to the 1860s? | 12 |
| (c) | What were the results of the Myall Creek Massacre? | 6 |

QUESTION 19. Britain

- | | | |
|-----|---|-----------|
| (a) | Describe the Great Exhibition of 1851. | 12 |
| (b) | How did the working class influence British politics in the nineteenth century? | 12 |
| (c) | What was the effect of Queen Victoria's long reign on the popularity of the monarchy? | 6 |

QUESTION 20. China

- | | | |
|-----|---|-----------|
| (a) | Outline the main events of the Boxer Rebellion. | 12 |
| (b) | What was the impact of the Opium Wars on China? | 12 |
| (c) | How did the Empress Dowager Ci Xi (Tzu Hsi) respond to Western pressure on China? | 6 |

QUESTION 21. Germany

- | | | |
|-----|--|-----------|
| (a) | Describe the main activities of the socialists in Germany. | 12 |
| (b) | How did the Franco-Prussian War lead to the unification of Germany? | 12 |
| (c) | What were the effects of Bismarck's policies on Germany in the period from 1871 to 1890? | 6 |

QUESTION 22. India	Marks
(a) Outline the main events of the Indian Mutiny.	12
(b) How did the roles of Hindu women change during the nineteenth century?	12
(c) What was the influence of Ram Mohan Roy on Indian society?	6
 QUESTION 23. Japan	
(a) Outline the main events in the reign of the Emperor Meiji.	12
(b) How was Japan modernized after 1868?	12
(c) What was the influence of the samurai on Japanese politics between 1855 and 1868?	6
 QUESTION 24. Russia	
(a) Describe the changes in peasants' lives after the Emancipation of the Serfs in 1861.	12
(b) In what ways did revolutionary groups oppose the Tsarist Government?	12
(c) What were the results of Tsar Alexander II's attempts to modernize Russia?	6
 QUESTION 25. USA	
(a) Outline the main events of the Sioux Wars.	12
(b) Why did the election of Abraham Lincoln as President in 1860 lead to civil war?	12
(c) What were the effects of slavery upon southern society in the period up to 1861?	6

PART J—MODERN WORLD STUDIES**Marks****QUESTION 26. The Arab–Israeli Conflict**

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|-----|---|-----------|
| (a) | Outline the reasons for the creation of the state of Israel in 1948. | 12 |
| (b) | Why did the PLO become an important organization in the Middle East after 1967? | 12 |
| (c) | From your knowledge of the issue today, what progress has Yasser Arafat made towards the creation of a Palestinian state? | 6 |

QUESTION 27. Conflict in Indo-China

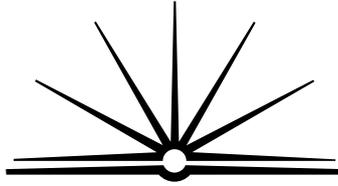
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|-----|---|-----------|
| (a) | Describe France’s involvement in Indo-China between 1945 and 1954. | 12 |
| (b) | What was the role of Ngo Dinh Diem in Vietnamese politics up to 1963? | 12 |
| (c) | From your knowledge of the issue today, what is Australia’s current role in Indo-China? | 6 |

QUESTION 28. US–Soviet/CIS Relations

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|-----|--|-----------|
| (a) | Describe the main events in the Cold War in the period between 1945 and 1961. | 12 |
| (b) | What factors contributed to improved relations between the USA and the Soviet Union in the period from 1963 to 1979? | 12 |
| (c) | From your knowledge of the issue today, what has led to improved US–Soviet/CIS relations since 1985? | 6 |

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BOARD OF STUDIES
NEW SOUTH WALES

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SOURCE BOOK
CORE STUDY

SOURCE A. Voting results in the Conscription Referendum in 1916 calculated from official figures given in the Commonwealth Parliamentary Papers.

	<i>Yes vote</i>	<i>No vote</i>
New South Wales	43%	57%
Victoria	52%	48%
Queensland	48%	52%
South Australia	42%	58%
Western Australia	70%	30%
Tasmania	56%	44%
Soldiers' vote	55%	45%
TOTAL VOTE	48%	52%

SOURCE B. An article from an Australian Catholic newspaper published in 1916.

The daily newspapers are showing us that the Allies are defeating the Central Powers at every point. On the western front we are led to believe that not only have the Allies more men and munitions, but that every Allied soldier is physically braver than the soldiers opposing him. We were recently told that Great Britain could today concentrate two million men at any point she desired to attack, and that she had sufficient reserves to continue the war for another twelve months without calling up another man . . .

Shortly, then, it may be claimed that conscription is not necessary to the success of the war; that Great Britain has ample reserves and can spare them; that Australia has already done wonders in providing over 230 000 men—more than one in four of her available manhood—and may well be spared from further bleeding.

SOURCE C. An extract from *The Official History of Australia in the War*, Volume 3, written by C.E.W. Bean and published in 1927.

The troops desired that enough Australians should be left after the war to develop their empty country in accordance with the present character of their nation. Australia, they believed, was already 'doing enough'. Some were strongly opposed to the prospect of having in their regiments men who had not volunteered . . . They themselves, when they enlisted, had not known the trials and horrors of war; and, now that they did know, they would not, by their votes, force any other man into those trials against his will . . .

'The AIF in France, 1916', CEW Bean, A&R, 1941, p 891-2. *The Official History of Australia in the War*, vol.3.
Courtesy Australian War Memorial.

SOURCE D. Extract from a letter to a friend written by an Australian soldier, Lieutenant J.A. Raws, who fought on the Western Front.

12 August, 1916

The men who say they believe in war should be hung. And the men who won't come out and help us, now we're in it, are not fit for words. Had we more reinforcements up there, many brave men now dead, men who fought on till they died, would be alive today. Do you know that I saw with my own eyes a score of men go raving mad! Of course we had a bad patch. But it is sad that one has to go back to it, until one is hit.

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