



HIGHER SCHOOL CERTIFICATE EXAMINATION

1996

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 (30 marks)

- The question in this Section is **COMPULSORY**.

Section II—Twentieth-Century National Studies (40 marks)

- 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 (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

- | | | |
|-----|--|-----------|
| (a) | (i) Use Source A. List THREE methods of transport on the Western Front. | 3 |
| | (ii) Use Source B. List any TWO reasons given by Ludendorff for starting a war of movement. | 2 |
| | (iii) Use Source C. What were the differences between the German advance in 1918 and British advances in the years before on the Western Front? | 3 |
| | (iv) Use Source D. What were the reasons why Australians under General Monash were so successful at Hamel in July 1918? | 4 |
| (b) | Use your own knowledge and Sources A and D to explain how warfare had changed on the Western Front by 1918. | 12 |
| (c) | How reliable and useful would Sources B and C be to an historian studying warfare on the Western Front? 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 main events in the life of Margaret Tucker. | 8 |
| (b) | Outline the reasons for Jack Lang's dismissal. | 8 |
| (c) | In what ways did the New Guard influence NSW politics and society? | 4 |

QUESTION 3

- | | | |
|-----|--|----------|
| (a) | Describe the events of the bombing of Darwin. | 8 |
| (b) | How did World War II broaden women's experience of work? | 8 |
| (c) | How successful was John Curtin as a wartime leader? | 4 |

PART B—BRITAIN**Marks****QUESTION 4**

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|-----|---|----------|
| (a) | Describe the main events in the life of Winston Churchill. | 8 |
| (b) | Why was the work of the Women's Land Army regarded as important? | 8 |
| (c) | What effect did the Battle of Britain have upon the course of World War II? | 4 |

QUESTION 5

- | | | |
|-----|---|----------|
| (a) | Describe the main events in the life of Emmeline Pankhurst. | 8 |
| (b) | Why were the coal miners regarded as a militant group during the 1920s and 1930s? | 8 |
| (c) | What effects did the Great Depression have upon Britain in the 1930s? | 4 |

PART C—CHINA**QUESTION 6**

- | | | |
|-----|--|----------|
| (a) | Describe the main events of the Long March. | 8 |
| (b) | In what ways did the lives of Chinese peasants change between 1911 and 1949? | 8 |
| (c) | How did the Chinese Communist Party increase its influence in China between 1934 and 1949? | 4 |

QUESTION 7

- | | | |
|-----|--|----------|
| (a) | Describe the main events leading to the Revolution of 1911. | 8 |
| (b) | What were the achievements of Jiang Jieshi (Chiang Kai-shek) in the period up to 1945? | 8 |
| (c) | Why was Pu Yi used as a puppet by others throughout his life? | 4 |

PART D—GERMANY**Marks****QUESTION 8**

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|-----|---|----------|
| (a) | Describe the Nazi attacks on the Jewish community in the 1930s. | 8 |
| (b) | Why did the French occupy the Ruhr? | 8 |
| (c) | How important was Paul von Hindenburg in German politics in the period from 1925 to 1934? | 4 |

QUESTION 9

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|-----|--|----------|
| (a) | Describe the methods Adolf Hitler used to gain and keep power from 1933 to 1939. | 8 |
| (b) | What were the motives of Hitler in the Night of the Long Knives? | 8 |
| (c) | How influential were the Nazi Youth Groups in German society? | 4 |

PART E—INDIA**QUESTION 10**

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|-----|---|----------|
| (a) | Describe the place of the Untouchables in Indian society. | 8 |
| (b) | Why did Mahatma Gandhi believe in using non-violence? | 8 |
| (c) | What were the effects of the Amritsar Massacre upon the independence movement in India? | 4 |

QUESTION 11

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|-----|--|----------|
| (a) | Describe the changing policies of the All-India Muslim League. | 8 |
| (b) | What events led to the partition of India in 1947? | 8 |
| (c) | What was Mohammed Ali Jinnah's influence upon Indian politics? | 4 |

PART F—JAPAN**Marks****QUESTION 12**

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|-----|---|----------|
| (a) | Describe the role of the zaibatsu in Japan before 1945. | 8 |
| (b) | How did the militarists gain power in Japan in the 1930s? | 8 |
| (c) | What were the results of the Japanese attack on Pearl Harbor in 1941? | 4 |

QUESTION 13

- | | | |
|-----|---|----------|
| (a) | Outline the main events in the life of the Emperor Hirohito. | 8 |
| (b) | What were the results of the Russo-Japanese War of 1904–05? | 8 |
| (c) | What was the influence of General Tojo upon Japanese politics up to 1945? | 4 |

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

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|-----|---|----------|
| (a) | Describe the events leading up to the overthrow of the Tsar. | 8 |
| (b) | What were the roles of the Secret Police in the Soviet Union under Lenin and Stalin? | 8 |
| (c) | How important was the part played by Leon Trotsky in the Civil War following the 1917 Revolution? | 4 |

QUESTION 15

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|-----|--|----------|
| (a) | Describe what happened to the Kulaks under Stalin. | 8 |
| (b) | What were the reasons for the purges carried out by Stalin? | 8 |
| (c) | How important was Joseph Stalin in creating a modern industrial state in the Soviet Union? | 4 |

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

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|-----|---|----------|
| (a) | Describe the main events of D-Day in June 1944. | 8 |
| (b) | Why was Douglas MacArthur able to return to the Philippines in 1944 when he had been forced to retreat in 1942? | 8 |
| (c) | What effects did the unemployed of the 1930s have upon American society? | 4 |

QUESTION 17

- | | | |
|-----|---|----------|
| (a) | Describe the operation of Prohibition in American society. | 8 |
| (b) | Why was Franklin Roosevelt elected president in 1932? | 8 |
| (c) | What effects did the Ku Klux Klan have upon American society? | 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 Caroline Chisholm's main achievements. | 12 |
| (b) Why were the Myall Creek murderers hanged? | 12 |
| (c) What impact did squatters have on colonial politics? | 6 |

QUESTION 19. Britain

- | | |
|--|-----------|
| (a) Describe the main events in the life of Queen Victoria. | 12 |
| (b) Why was the Great Exhibition so popular? | 12 |
| (c) How successful were the working class in improving their position in nineteenth-century Britain? | 6 |

QUESTION 20. China

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|---|-----------|
| (a) Outline the main events of the Opium Wars. | 12 |
| (b) In what ways did the attitude to reform of the Empress Ci Xi (Tz'u Hsi) change between 1861 and 1908? | 12 |
| (c) What were the effects of the Boxer Rebellion of 1900 on China? | 6 |

QUESTION 21. Germany

- | | |
|--|-----------|
| (a) Outline the main events of the Franco-Prussian War. | 12 |
| (b) How did Bismarck bring about the unification of Germany? | 12 |
| (c) What was the influence of socialists on Germany in the period from 1871 to 1914? | 6 |

QUESTION 22. India	Marks
(a) Outline the main events in the life of Ram Mohan Roy.	12
(b) In what ways were women in Hindu society disadvantaged during the nineteenth century?	12
(c) What were the main effects of the Indian Mutiny on British rule?	6
QUESTION 23. Japan	
(a) Outline the main events of the Meiji Restoration.	12
(b) How did the roles of the samurai change during the second half of the nineteenth century?	12
(c) How influential was the Meiji Emperor in the modernisation of Japan?	6
QUESTION 24. Russia	
(a) Describe the ways Tsar Alexander II tried to modernise Russian government and society.	12
(b) How did various revolutionary groups try to change Russia?	12
(c) What were the main changes in the lives of serfs brought about by their emancipation?	6
QUESTION 25. USA	
(a) Describe the main events of Abraham Lincoln's life.	12
(b) Why was slavery seen as necessary for the Southern way of life?	12
(c) What were the effects of the Sioux Wars?	6

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

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|-----|--|-----------|
| (a) | Outline the main events of the Arab-Israeli conflict between 1948 and 1967. | 12 |
| (b) | Explain the course and outcome of the Yom Kippur War of 1973. | 12 |
| (c) | From your knowledge of the issue today, what has been the role of Yasser Arafat in the peace process during the last decade? | 6 |

QUESTION 27. Conflict in Indo-China

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|-----|--|-----------|
| (a) | Describe the involvement of the United States in Indo-China between 1964 and 1975. | 12 |
| (b) | What were the results of Vietnam's invasion of Cambodia in 1978? | 12 |
| (c) | From your knowledge of the issue today, how far have past conflicts created the difficulties facing <i>EITHER</i> Vietnam <i>OR</i> Cambodia <i>OR</i> Laos today? | 6 |

QUESTION 28. US–Soviet/CIS Relations

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|-----|---|-----------|
| (a) | Outline the development of the Cold War in Europe from 1945 until 1950. | 12 |
| (b) | In what ways did relations between the United States and the Soviet Union change between the Cuban Missile Crisis of 1962 and the SALT I agreement of 1972? | 12 |
| (c) | From your knowledge of the issue today, to what extent have relations between the United States and the Soviet Union/CIS improved over the past decade? | 6 |

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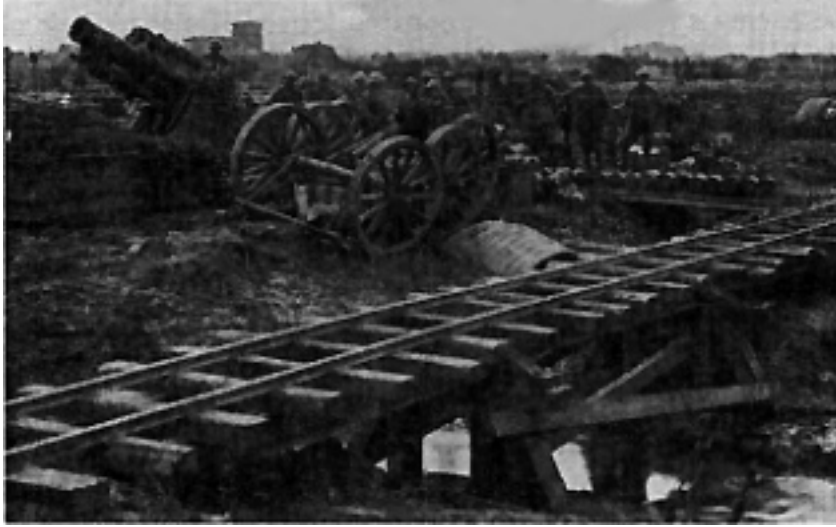
MODERN HISTORY

2 UNIT

PEOPLE AND EVENTS

SOURCE BOOK
CORE STUDY

SOURCE A. Photographs taken on the Western Front.



1. British howitzer in action at Ypres in 1917.

Australian War Memorial
C1364. Reproduced
with permission.



2. British advance on the Somme in September 1918.

Imperial War Museum
Q9364. Reproduced
with the permission of
the Trustees of the
Imperial War
Museum, London.



3. An American transport column near Verdun in October 1918.

Bettman Archive, NY.

SOURCE B. An extract from General Ludendorff's *My War Memories*, published in 1919.

Against the weight of the enemy's resources, our troops no longer displayed their old stubbornness; they thought with horror of fresh defensive battles and longed for a war of movement . . . In the West the Army desired an offensive, and after Russia's collapse expected it. The condition of our allies and our Army all called for an offensive that would bring about an early victory. This was only possible on the Western Front . . .

The danger of more Americans arriving made it desirable to strike in the West as early as possible; the state of training of our Army for attack enabled us to contemplate doing so about the middle of March 1918.

'My War Memories', E. Ludendorff, Hutchinson 1919.

SOURCE C. An extract from a history book, *Haig's Command*, written by British historian, Denis Winter, and published in 1991.

Just before dawn on 21 March 1918, 4000 German guns opened fire on the southern part of the British front. After a few hours of softening up, German infantry penetrated the British front line through the holes blasted by their artillery to such effect that the British were driven back twelve miles, losing 600 guns and sustaining 40 000 casualties in the process. A week later, the Germans were still advancing. The British had been forced back forty miles . . .

It was the biggest defeat suffered by an army on the Western Front, but it was something more. The Germans had concentrated their efforts against Russia since December 1914. While the Germans had been on the defensive, the British had exhausted themselves in a series of battles in which they were lucky to advance more than fifty yards a day after the most prolonged battering. Now, in a single week, the Germans had broken through a carefully prepared defensive position with ease . . .

'Haig's Command', Denis Winter, Penguin, 1991.

SOURCE D. An extract from a journal article, *Hamel: Winning a Battle*, written by Australian historian, Eric Andrews and published in 1991.

In a war where costly and futile battles are common, the Australians at Hamel in an hour and a half captured approximately 1400 prisoners, probably killed an equal number of Germans and gained all their objectives—for just over 1000 total casualties—with possibly only 150 dead. The victory was highly praised at the time. General Haig printed and circulated a 12 page report on the battle to all units, becoming part of the British technique for winning the war. . .

Monash used all the technology that had been developed and was available to him. For example, the employment of planes in conjunction with tanks had been considered for a long time—for observation, bombing of enemy formations and intelligence in battle . . . He also used planes to drop ammunition by parachute.

He also used tanks not only for spearheading the attack, but also as ammunition carriers, to rid the support troops of the difficult and dangerous task of humping vast quantities of ammunition forward. The four carrier tanks hauled ammunition and supplies that it would have taken 1200 men to shift.

Eric Andrews, "Hamel: Winning a Battle", *Journal of the Australian War Memorial*, No 18, April 1991, p5.
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