



HIGHER SCHOOL CERTIFICATE EXAMINATION

1997

# 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 Sources A and B.

List **FOUR** ways in which people helped the war effort.

**4**

- (b) Use your own knowledge and Sources B, C, and D.

In what ways did the nature of weapons and other technology on the Western Front affect industrial production in the period from 1914 to 1918?

**8**

- (c) How reliable and useful are Sources B and C to an historian studying the war effort on the home fronts in World War I?

**8**

In your answer, consider the origin, type, motive, audience, and content of the source.

- (d) Use your own knowledge, and at least **TWO** of the Sources A, B, C, and D.

Given the desperate need to produce weapons and other equipment for war, how far did all parts of society, civilian and military, support the war effort?

**10**

In your answer, refer to **TWO** of the following countries: Australia, Britain, and Germany.

**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**

The development of welfare policies was a primary concern for the new Federal Government in the years from 1901 to 1914.

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

**QUESTION 3**

How effectively did State and Federal governments respond to the economic problems of the 1930s Depression?

**QUESTION 4**

To what extent did State and Federal governments bring about improvements in the status of Aboriginal people in the period from 1901 to 1945?

**QUESTION 5**

To what extent did World War II cause a reorientation of Australian foreign policy?

**PART B—BRITAIN****QUESTION 6**

To what extent did British people experience change in *EITHER* the status of women *OR* forms of leisure in the period from 1919 to 1945?

**QUESTION 7**

Why did British parliamentary democracy survive the challenge of political extremism in the period from 1919 to 1939?

**QUESTION 8**

Why was there support in Britain for the policy of appeasement in foreign affairs between 1933 and 1939?

**QUESTION 9**

What did Britain contribute to the Allied war effort in World War II?

**PART C—CHINA****QUESTION 10**

To what extent did the revolutionary and nationalist ideas of Sun Yixian (Sun Yat-sen) influence the rise of the Guomintang (Kuomintang) in the period from 1911 to 1927?

**QUESTION 11**

To what extent did the Guomintang (Kuomintang) solve China's problems arising from warlordism and imperialism in the period from 1927 to 1937?

**QUESTION 12**

How important were the peasants in the development of Maoism in the period from 1927 to 1945?

**QUESTION 13**

Why was the Chinese Communist Party victorious in the civil war against the Guomintang (Kuomintang) between 1946 and 1949?

**PART D—GERMANY****QUESTION 14**

To what extent were Weimar governments able to resist revolutionary and counter-revolutionary forces in the period from 1919 to 1924?

**QUESTION 15**

The weaknesses of the Weimar Republic, rather than the popularity of the Nazis, led to the collapse of German democracy in 1933.

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

**QUESTION 16**

To what extent did the Nazi regime bring about radical social change in Germany by 1939?

**QUESTION 17**

The German army never seriously resisted the Nazis' attempts to achieve their aims.

To what extent do you agree or disagree with this statement? Give evidence from the period 1932 to 1944.

**PART E—INDIA****QUESTION 18**

To what extent was the Indian National Congress divided in its attitudes to British rule in the period up to 1919?

**QUESTION 19**

Why was Gandhi's approach to politics so effective in mobilising Indian public opinion to challenge British rule?

**QUESTION 20**

British reforms in India between 1905 and 1935 provoked nationalist opposition, rather than helped to secure imperial rule.

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

**QUESTION 21**

Why had communalism become an important issue in Indian politics by 1947?

**PART F—JAPAN****QUESTION 22**

To what extent was political change in Japan a response to economic developments in the period from 1912 to 1930?

**QUESTION 23**

Why did Japan develop into a military dictatorship during the 1930s?

**QUESTION 24**

Why did Japan go to war in Asia and the Pacific in the period from 1931 to 1941?

**QUESTION 25**

How did the reality of the Greater East Asia Co-prosperity Sphere differ from its aims?

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

Why were there two revolutions in Russia in 1917?

**QUESTION 27**

How important was the role of Lenin in the survival of the Bolshevik government in the period from 1918 to 1924?

**QUESTION 28**

Many Soviet citizens benefited from Stalin's authoritarian rule.

To what extent do you agree or disagree with this statement? Give evidence from the period from 1927 to 1941.

**QUESTION 29**

To what extent was the leadership of individuals such as Stalin, Molotov, and Zhukov crucial to Russia's victory in the Great Patriotic War?

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

To what extent were the 1920s and 1930s a period of discrimination against racial minorities and migrants?

**QUESTION 31**

To what extent did the Depression affect the life of the people of the United States?

**QUESTION 32**

To what extent did Federal intervention produce economic recovery after 1933?

**QUESTION 33**

Why did the United States enter World War II when its foreign policy had been one of isolationism?

**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 repressive legislation in force in Britain between the French Revolution and the 1830s. | <b>6</b>  |
| (b) Why did British trade unionism develop successfully, while Chartism was defeated?                            | <b>12</b> |
| (c) To what extent had the Labour Party become a powerful force in British democracy before 1914?                | <b>12</b> |

**QUESTION 35. Britain**

- |  |           |
|--|-----------|
| (a) Briefly describe some of the hardships of working-class life in early nineteenth-century Britain.                            | <b>6</b>  |
| (b) What were the reasons for social reform movements after 1832?  | <b>12</b> |
| (c) To what extent was government action the main factor leading to improvements in the standard of living in Victorian Britain? | <b>12</b> |

**QUESTION 36. Germany**

- |   |           |
|---|-----------|
| (a) Briefly describe the Zollverein.  | <b>6</b>  |
| (b) In what ways did the German economy change in the second half of the nineteenth century?                  | <b>12</b> |
| (c) To what extent did the development of the economy affect German politics in the period from 1890 to 1914? | <b>12</b> |



<b>QUESTION 37. Germany</b>	<b>Marks</b>
(a) Briefly describe the events leading to the unification of Germany in the decade before 1871.	<b>6</b>
(b) In what ways did Bismarck consolidate the newly-formed Germany in the period from 1871 to 1890?	<b>12</b>
(c) What were the effects on German nationalism of Wilhelm II's leadership in the period from 1890 to 1914?	<b>12</b>
<b>QUESTION 38. Russia</b>	
(a) Briefly describe the main features of the landholding system in Russia in the early nineteenth century.	<b>6</b>
(b) In what ways did the emancipation of serfs and the reform of the Zemstva change the lives of ordinary Russians?	<b>12</b>
(c) To what extent did the Russian economy change between 1860 and 1914?	<b>12</b>
<b>QUESTION 39. Russia</b>	
(a) Briefly describe examples of political repression in Russia in the early part of the nineteenth century.	<b>6</b>
(b) How did revolutionary groups respond to political repression in the second half of the nineteenth century?	<b>12</b>
(c) To what extent did the 1905 Revolution bring about political change in Russia?	<b>12</b>
<b>QUESTION 40. China</b>	
(a) Briefly describe the roles of the gentry and the peasants in traditional Chinese society.	<b>6</b>
(b) How did Confucianism shape the political structure of the traditional Chinese state?	<b>12</b>
(c) To what extent did reform movements in late nineteenth-century China challenge Confucian values?	<b>12</b>
<b>QUESTION 41. China</b>	
(a) Briefly describe the Guangzhou (Canton) System of management of China's trade with the West.	<b>6</b>
(b) In what ways did the Unequal Treaties change the system of China's trade with the West?	<b>12</b>
(c) To what extent did Chinese governments adopt Western ideas and technology after the Opium Wars?	<b>12</b>

<b>QUESTION 42. Japan</b>	<b>Marks</b>
(a) Briefly describe the social structure and economy of traditional Japan during the Tokugawa period.	<b>6</b>
(b) How did the Western Clans such as Satsuma and Choshu challenge the authority of the Shogunate in the period between 1853 and 1868?	<b>12</b>
(c) In what ways did the Japanese social structure and economy change in the Meiji period (1868–1912)?	<b>12</b>
<b>QUESTION 43. Japan</b>	
(a) Briefly describe the political system of Tokugawa Japan.	<b>6</b>
(b) What was the impact of the West on the Japanese political system between 1853 and 1868?	<b>12</b>
(c) To what extent were the institutions of the Meiji state based on Western models?	<b>12</b>
<b>QUESTION 44. India</b>	
(a) Briefly describe the traditional structure of Indian society.	<b>6</b>
(b) In what ways did the Mughal Empire unite Indians of different religions and castes?	<b>12</b>
(c) To what extent did the East India Company's policies towards Indian society change in the century after the Battle of Plassey in 1757?	<b>12</b>
<b>QUESTION 45. India</b>	
(a) Briefly describe the main policies of the East India Company in the thirty years before the Great Rebellion (or Indian Mutiny) of 1857.	<b>6</b>
(b) What were the main results of the spread of English education in India during the nineteenth century?	<b>12</b>
(c) Why were Indian reactions to British rule so diverse during the nineteenth century?	<b>12</b>
<b>QUESTION 46. Australia</b>	
(a) Briefly describe the part played <i>EITHER</i> by the gold rushes <i>OR</i> by the railways in the expansion of settlement.	<b>6</b>
(b) What was the impact of expansion of settlement on the policies of colonial governments after 1856?	<b>12</b>
(c) To what extent was the growth of the Labor Party a response to the boom and bust economic experiences of the 1880s and 1890s?	<b>12</b>

**QUESTION 47. Australia** **Marks**

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|--|-----------|
| (a) Briefly describe Aboriginal resistance to the expansion of European settlement.                  | <b>6</b>  |
| (b) Why did some miners resent Chinese working on the goldfields?                                    | <b>12</b> |
| (c) To what extent were racial issues significant factors in bringing about Federation in Australia? | <b>12</b> |

**QUESTION 48. USA**

- |  |           |
|--|-----------|
| (a) Briefly describe the patterns of European settlement in North America after 1600.                                | <b>6</b>  |
| (b) What methods did the Americans use to expand the frontiers of the United States in the period from 1783 to 1860? | <b>12</b> |
| (c) To what extent did the expansion of settlement affect indigenous peoples?  | <b>12</b> |

**QUESTION 49. USA**

- |   |           |
|---|-----------|
| (a) Briefly describe the economy of the South in the period leading up to the Civil War.                            | <b>6</b>  |
| (b) To what extent were the differences in the economies of the North and the South a major cause of the Civil War? | <b>12</b> |
| (c) To what extent did the Civil War bring about changes in the US economy?   | <b>12</b> |

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

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|---|-----------|
| (a) Briefly outline the ways in which the Suez Crisis of 1956 affected Israel's relations with its neighbours.  | <b>6</b>  |
| (b) How did the strategic position of Israel in the Middle East change as a result of the 1973 (Yom Kippur) War?  | <b>12</b> |
| (c) From your knowledge of the issue today, to what extent have the peace efforts of the last ten years been affected by the election of the conservative Likud Government under Netanyahu? | <b>12</b> |

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

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|--|-----------|
| (a) Briefly outline the impact on the Palestinians of the creation of Israel in 1948.  | <b>6</b>  |
| (b) How important were factors outside Israel in helping to improve the situation of Palestinians in the 1970s and 1980s?                            | <b>12</b> |
| (c) From your knowledge of the issue today, assess the gains Palestinians have made as a result of the peace process since the Oslo Accords of 1993. | <b>12</b> |

**Please turn over**

**QUESTION 52. Conflict in Indo-China** **Marks**

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|--|-----------|
| (a) Briefly describe the role of the Viet Cong in the Second Indo-China War (1960–75).   | <b>6</b>  |
| (b) Why was there continued warfare in Indo-China after 1975, despite the communist victories in Vietnam, Laos, and Cambodia in that year?                           | <b>12</b> |
| (c) From your knowledge of the issue today, to what extent have the governments of Indo-China embraced policies of openness towards their former enemies since 1989? | <b>12</b> |

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

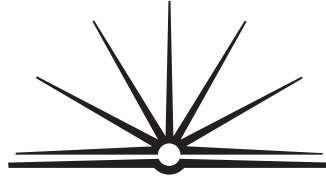
- |   |           |
|---|-----------|
| (a) Briefly outline the events between 1945 and 1954 which led to the creation of a divided Vietnam at the Geneva Conference of 1954.   | <b>6</b>  |
| (b) Why did the USA withdraw from Vietnam without having achieved its objectives?   | <b>12</b> |
| (c) From your knowledge of the issue today, to what extent have the USA and Australia influenced developments in Indo-China since 1989? | <b>12</b> |

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

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|--|-----------|
| (a) Briefly outline the issue of Berlin in US–Soviet relations in the period from 1945 to 1961.  | <b>6</b>  |
| (b) To what extent did Detente reduce confrontation between the USA and the USSR in the 1970s?   | <b>12</b> |
| (c) From your knowledge of the issue today, to what extent have the USA and Russia been able to cooperate in world affairs over the past decade? | <b>12</b> |

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

- |  |           |
|--|-----------|
| (a) Briefly outline the attempts to limit the production and spread of nuclear weapons in the period from 1945 to 1972.  | <b>6</b>  |
| (b) How effectively did SALT I and II and the START treaties control the production and deployment of nuclear arms?  | <b>12</b> |
| (c) From your knowledge of the issue today, to what extent have arms limitations since 1985 contributed to improved relations between the USA and the Soviet Union/post-Soviet states? | <b>12</b> |



**BOARD OF STUDIES**  
NEW SOUTH WALES

**HIGHER SCHOOL CERTIFICATE EXAMINATION**

**1997**

**MODERN HISTORY**

**2/3 UNIT (COMMON)**

**SOURCE BOOK  
CORE STUDY**

**SOURCES FOR QUESTION 1****SOURCE A**

- Item 1. An Australian cartoon by Norman Lindsay, published in *The Bulletin* 4 November 1915.



Courtesy B Mobbs Agency.

SOURCE A. (Continued)

Item 2. A British poster (1916) designed by Lord Baden-Powell.



Are **YOU** in this?

Imperial War Museum.

SOURCE A. (Continued)

Item 3. A German poster (1917) designed by Fritz Erler.

**Helft uns siegen!**



zeichnet  
die  
**Kriegsanleihe**

**Help us win! Subscribe to the War Loan.**

Imperial War Museum.



SOURCE B. A photograph. World War I munition workers in Britain (c. 1917).



Imperial War Museum.

SOURCE C. An extract from a speech given on 2 October 1918 by Major von dem Bussche of the German General Staff to the leaders of the political parties of the Reichstag.

Supreme Army Command is compelled to make the extremely grave decision to state that as far as can be foreseen there exists no further prospect of forcing peace on the enemy.

Tanks are decisive for this development. The enemy is using these in unexpectedly large numbers. When they appeared unexpectedly, especially after our positions were blanketed by smoke screens, they often broke the morale of our people . . . To the success of the tanks is due the large number of prisoners, which has reduced our strength so markedly and led to the quicker exhaustion of reserves.

We are not able to oppose the enemy with an equal number of German tanks. To produce them was beyond the capacity of an already fully extended industry without cutting back on other important things.

'Select Documents: A Modern History Source Book', Cranfield et al, McGraw Hill 1996.

SOURCE D. An extract from *The Great War, 1914–18*, written by the French historian Marc Ferro and published in 1969.

By the end of 1914, governments had recognised the need for increasing arms production. However, the High Commands of the various armies still believed that they would win the war by the end of 1915. It was not until 1916 that they saw that increased arms production was essential for military success. Only in 1917 did they recognise the relationship between arms manufacture and the general industrial productivity of their economies. Thus was born the idea of economic mobilisation.

A 'war economy' emerged in each country in response to their individual experiences, as necessity dictated. In the first months of the war, the countries involved had only faced the problems of adaptation to the new circumstances of war. Disruptions to international transport and foreign trade, together with the pressures of mobilising large, often conscript, armies, were the main difficulties. However, as the war went on, the crisis of production developed differently in each country according to the flexibility of their economies or the changes in their military fortunes.

'The Great War', Marc Ferro, Routledge & Kegan Paul, 1969. Reprinted courtesy Routledge.

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