



HIGHER SCHOOL CERTIFICATE EXAMINATION

1997

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

Marks

(30 Marks)

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

Answer this question in a *separate* Writing Booklet.

QUESTION 1

- | | | | |
|-----|-------|--|-----------|
| (a) | (i) | Use Source A. List TWO types of people being called by the trumpeter. | 2 |
| | (ii) | Use Source A. What does the man with the trumpet want others to do? | 1 |
| | (iii) | Use Source B. List THREE reasons why the soldier quoted in Source B enlisted in the army. | 3 |
| | (iv) | Use Source C. Name the song, sung each day in New South Wales schools during World War I. | 1 |
| | (v) | Use Source D. Name the form of entertainment the Queensland Women's Recruiting Committee wanted stopped during World War I. | 1 |
| | (vi) | Use Source D. List TWO things the women at the demonstration had in common. | 2 |
| (b) | | Use your own knowledge and Sources A, C, and D to explain how people at home in Australia tried to help the soldiers on the Western Front. | 14 |
| (c) | | How reliable and useful would Sources A and D be to an historian studying the home front in Australia during World War I? 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 events leading to the dismissal of Jack Lang. | 8 |
| (b) | What were the effects of the bombing of Darwin? | 8 |
| (c) | In what ways did the position of women change during World War II? | 4 |

QUESTION 3

- | | | |
|-----|--|----------|
| (a) | Describe the main events in the political career of John Curtin. | 8 |
| (b) | Why is Margaret Tucker a significant figure in the Australian community? | 8 |
| (c) | How effective was the New Guard as a political movement? | 4 |

PART B—BRITAIN

	Marks
QUESTION 4	
(a) Describe what happened in the Battle of Britain.	8
(b) What were the political objectives of Emmeline Pankhurst?	8
(c) How did Winston Churchill contribute to British victory in World War II?	4
QUESTION 5	
(a) Describe the course of the Great Depression in Britain.	8
(b) What was the impact of the Women's Land Army on the British war effort?	8
(c) What were the effects of coal-miners' discontent on Britain in the 1920s and 1930s?	4

PART C—CHINA

QUESTION 6	
(a) Describe the main events in the life of Pu I (P'u Yi, also known as the Xuan Tong or Hsuan T'ung Emperor).	8
(b) What was the role of Jiang Jieshi (Chiang Kai Shek) in unifying China up to 1937?	8
(c) How did the 1911 Revolution change China politically and socially?	4
QUESTION 7	
(a) Describe the main events in the history of the Chinese Communist Party up to 1934.	8
(b) What were the main results of the Long March for the Chinese Communist Party?	8
(c) How did Chinese peasants influence the Chinese Communist Party between 1927 and 1949?	4

PART D—GERMANY**Marks****QUESTION 8**

- (a) Describe the main events in the life of Paul von Hindenburg. **8**
- (b) How did the Jewish community respond to the events of the 1930s? **8**
- (c) What were the results of the 'Night of the Long Knives'? **4**

QUESTION 9

- (a) Describe the main activities of Nazi Youth Groups. **8**
- (b) How did Germans respond to the occupation of the Ruhr? **8**
- (c) What were the immediate results between 1933 and 1935 of Adolf Hitler's seizure of power? **4**

PART E—INDIA**QUESTION 10**

- (a) Describe the methods used by Mahatma Gandhi in the Indian independence movement. **8**
- (b) What were the causes of the Amritsar Massacre? **8**
- (c) What was the influence of Gandhi on the position of the Untouchables in Indian society? **4**

QUESTION 11

- (a) Describe the main events that led to the partition of India in 1947. **8**
- (b) How did the policies of the All-India Muslim League change between 1906 and 1935? **8**
- (c) What was the influence of Mohammed Ali Jinnah on the policies of the All-India Muslim League? **4**

PART F—JAPAN**Marks****QUESTION 12**

- | | |
|---|----------|
| (a) Describe the main events of the Russo–Japanese War of 1904–5. | 8 |
| (b) What was the role of Emperor Hirohito in Japanese politics from 1926 to 1951? | 8 |
| (c) How influential was General Tojo in Japan’s involvement in war after 1937? | 4 |

QUESTION 13

- | | |
|---|----------|
| (a) What were the zaibatsu? | 8 |
| (b) Why did the Japanese attack Pearl Harbor in 1941? | 8 |
| (c) How influential were the militarists in Japanese politics during the 1930s? | 4 |

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

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|--|----------|
| (a) Describe the place of the Kulaks in Russian society. | 8 |
| (b) Why did the Tsar abdicate in March 1917? | 8 |
| (c) How did Joseph Stalin gain the support of the Soviet people? | 4 |

QUESTION 15

- | | |
|---|----------|
| (a) Describe the main events of the purges. | 8 |
| (b) How important was Leon Trotsky to the Bolsheviks’ success in the 1920s? | 8 |
| (c) What was the influence of the Secret Police within the Soviet State? | 4 |

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

- | | |
|---|----------|
| (a) Describe the role of Douglas MacArthur during the Pacific War. | 8 |
| (b) Why was the Ku Klux Klan able to gain support in American society during the 1920s? | 8 |
| (c) How did Prohibition affect everyday life in the United States? | 4 |

QUESTION 17

- | | |
|---|----------|
| (a) Describe the policies introduced by Franklin D Roosevelt in the period from 1933 to 1936. | 8 |
| (b) How did the quality of life change for the unemployed during the Great Depression? | 8 |
| (c) What were the effects of D-Day on the United States? | 4 |

SECTION III—ELECTIVES

(30 Marks)

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) Describe the events at Myall Creek that led to the trial of the murderers. | 12 |
| (b) How did the position of the squatters change in nineteenth-century Australia? | 12 |
| (c) How successful was Caroline Chisholm in solving the social problems of colonial Australia? | 6 |

QUESTION 19. Britain

- | | |
|--|-----------|
| (a) Describe the main features of the Great Exhibition. | 12 |
| (b) How did the quality of life of the British working class change during the nineteenth century? | 12 |
| (c) What were the strengths and weaknesses of Victoria as a monarch? | 6 |

QUESTION 20. China

- | | |
|--|-----------|
| (a) Outline the main events in the life of the Empress Dowager Ci Xi (Tz'u Hsi). | 12 |
| (b) What were the main reasons for the Boxer Rebellion of 1900? | 12 |
| (c) What were the main results for China of the Opium Wars? | 6 |

QUESTION 21. Germany

- | | |
|--|-----------|
| (a) Describe Bismarck's foreign policy in the years from 1871 to 1890. | 12 |
| (b) What were the consequences for Germany of the Franco-Prussian War of 1870? | 12 |
| (c) How far did the German socialists achieve their aims up to 1914? | 6 |

QUESTION 22. India

- | | Marks |
|---|--------------|
| (a) Describe the status of Hindu women in nineteenth-century India. | 12 |
| (b) What were the causes of the Indian Mutiny? | 12 |
| (c) What was the influence of Ram Mohan Roy on how educated Indians saw their role? | 6 |

QUESTION 23. Japan

- | | |
|--|-----------|
| (a) Outline the main events in the life of the Emperor Meiji. | 12 |
| (b) What were the main results of the Meiji Restoration and modernisation? | 12 |
| (c) How did the Meiji Restoration change the position of the samurai? | 6 |

QUESTION 24. Russia

- | | |
|--|-----------|
| (a) Outline the types of activities carried out by revolutionary groups in Russia. | 12 |
| (b) What problems did serfs continue to face after their emancipation? | 12 |
| (c) How successful were Tsar Alexander II's attempts to modernise Russia? | 6 |

QUESTION 25. USA

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|---|-----------|
| (a) Describe the main events of the Sioux Wars. | 12 |
| (b) How did the Abolition Act of 1863 (also known as the Emancipation Proclamation) affect the lives of slaves? | 12 |
| (c) What was the influence of Abraham Lincoln on relations between the North and the South? | 6 |

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

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|---|-----------|
| (a) Outline the changes in Israel's relations with its Arab neighbours between 1967 and the Camp David Agreement of 1979. | 12 |
| (b) What actions did the PLO take to improve the position of Palestinians in the 1970s and 1980s? | 12 |
| (c) From your knowledge of the issue today, how far have the Palestinians made gains as a result of the peace process since the Oslo Accords of 1993? | 6 |

QUESTION 27. Conflict in Indo-China

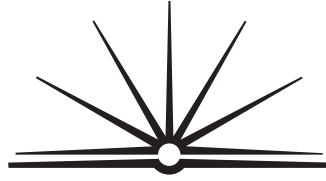
- | | | |
|-----|--|---------------------|
| (a) | Describe the role of the Vietminh in Indo-China in the period from 1945 to 1954. | Marks
12 |
| (b) | What was the impact of <i>EITHER</i> Ngo Dinh Diem <i>OR</i> Ho Chi Minh on Vietnam in the period after 1945? | 12 |
| (c) | From your knowledge of the issue today, what influence has <i>EITHER</i> Australia <i>OR</i> the United States had in the countries of Indo-China over the last ten years? | 6 |

QUESTION 28. US–Soviet/CIS Relations

- | | | |
|-----|--|-----------|
| (a) | Outline the main disputes between the USA and the Soviet Union between 1945 and 1961. | 12 |
| (b) | In the development of US–Soviet relations, how important were <i>EITHER</i> Kennedy and Krushchev in the early 1960s, <i>OR</i> Reagan and Gorbachev in the 1980s? | 12 |
| (c) | From your knowledge of the issue today, what factors have led to changes in relations between the United States and Russia since 1990? | 6 |

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BOARD OF STUDIES
NEW SOUTH WALES

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1997

MODERN HISTORY

2 UNIT

PEOPLE AND EVENTS

SOURCE BOOK

CORE STUDY

SOURCE A. A World War I recruitment poster designed by the Australian artist Norman Lindsay.



Courtesy B Mobbs Agency and the Australian War Memorial.

SOURCE B. An extract from an Australian soldier's memoirs.

I was the only son of a widowed mother . . . When war was declared I wanted to enlist immediately but my mother withheld her consent until I was almost 21. I then enlisted in Liverpool, NSW, in the 19th Battalion, which was then forming. My motives for enlisting were more or less a combination of patriotism, the call of high adventure and a desire to see the world. I put patriotism first because I think it was really the strongest of all my feelings though I must confess they were all so jumbled up that it is hard to evaluate them in their correct order.

'Citizen to Soldier', Dawes & Robson, MUP 1977.

SOURCE C. An instruction to teachers by the NSW Director of Education in 1917.

I think every opportunity should be seized of impressing upon the children in attendance at State Schools the magnitude of the struggle in which the Empire is now engaged and the principles for which it is striving. At the same time every school exercise which will help in inculcating a healthy national patriotic spirit should be observed. To this end I desire instructions to be issued to all teachers that at the close of the day's work the National Anthem is to be sung by the pupils.

NSW Dept of Education

SOURCE D. An extract from the *Daily Telegraph* newspaper of 14 June 1917.

A striking idea is to be put into effect by the Queensland Women's Recruiting Committee.

At Albion Park racecourse on 23 June, 1000 women dressed in black, all of whom have relatives at the Front, are to line the approaches to the racecourse and form a perfectly silent guard of dishonour for racegoers to pass along between, while twenty drums will beat a steady tattoo.

This is intended as an emphatic protest against the continuance of horse racing while the War is on.

Daily Telegraph 14 June 1917

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