



HIGHER SCHOOL CERTIFICATE EXAMINATION

1998

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. This question is **COMPULSORY**.

Read the Sources A–D in the Source Book provided, and answer **ALL** parts of the following question.

(a) (i) Use Source A.

List **TWO** ways women were expected to support the war effort in Britain. **2**

(ii) Use Source B.

List **TWO** jobs women did in Germany. **2**

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

How did the roles of women change on the home front in Britain and Germany between 1914 and 1918? **8**

(c) How reliable and useful are Sources A and C to an historian studying the changing role of women in Britain? **8**

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

(d) Use your own knowledge and Sources C and D.

Why did the war change the role of women in British society more than it did in Australian society? **10**

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

Why were so many social and welfare reforms introduced in Australia between 1901 and 1914?

QUESTION 3

To what extent did Australia develop as an urban and industrial society between 1901 and 1945?

QUESTION 4

The Great Depression exposed political divisions in Australia.

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

QUESTION 5

Why did Australia's relations with Britain change between 1932 and 1945?

PART B—BRITAIN**QUESTION 6**

How did British political parties respond to economic and social change up to 1930?

QUESTION 7

How important was leadership to the survival of British parliamentary democracy in the period from 1919 to 1939?

QUESTION 8

Britain's foreign policy during the 1930s was more concerned with Britain's role as a European power than as a world power.

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

QUESTION 9

How prepared economically and militarily was Britain for the outbreak of World War II?

PART C—CHINA**QUESTION 10**

Explain why warlords dominated China between 1916 and 1928.

QUESTION 11

What part did the May Fourth Movement play in shaping the political and social changes of the 1920s?

QUESTION 12

To what extent can the rule of the Guomindang (Kuomintang) in the Nanjing (Nanking) Decade (1927–1937) be regarded as revolutionary?

QUESTION 13

How important was Mao's contribution to the success of the Chinese Communist Party from 1937 to 1949?

PART D—GERMANY**QUESTION 14**

To what extent did the Treaty of Versailles weaken democracy in Germany between 1919 and 1925?

QUESTION 15

In what ways had Germany achieved political and social stability by 1929?

QUESTION 16

Many German citizens benefited from the Nazis' authoritarian rule.

To what extent do you agree with this statement? Give evidence from the period 1933 to 1941.

QUESTION 17

How important was the role of individuals such as Hitler, Goebbels and Speer in Germany's defeat in the Second World War?

PART E—INDIA**QUESTION 18**

How did the Hindu tradition and English political ideas influence the Indian National Congress between 1885 and 1919?

QUESTION 19

How did Muslims and the Muslim League affect the growth of Indian nationalism between 1905 and 1920?

QUESTION 20

Why was Gandhi's approach of non-violent non-cooperation so effective in both mobilising Indian public opinion and threatening British rule?

QUESTION 21

Partition was the result of the British policy of 'Divide and Rule'.

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

PART F—JAPAN**QUESTION 22**

How had Japan secured great power status by 1930?

QUESTION 23

Explain why the democratic and liberal tendencies of the period 1912–1930 failed to lead to a stable democratic system in Japan in the 1930s.

QUESTION 24

How far did unchecked military power determine Japanese foreign policy during the period from 1928 to 1941?

QUESTION 25

The Pacific War was Japan's attempt to gain access to raw materials and other economic resources denied her by Western colonialist powers.

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

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

To what extent did Russia's involvement in the First World War contribute to the development of a revolutionary situation by March 1917?

QUESTION 27

Why were the Bolsheviks able to overcome counter-revolution in the period from 1918 to 1924?

QUESTION 28

How did collectivisation and industrialisation affect the lives of people in the Soviet Union during the 1930s?

QUESTION 29

To what extent was Stalinism responsible for the Soviet Union's victory in the Great Patriotic War?

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

How did the prosperity of the 1920s affect people's lives?

QUESTION 31

To what extent did the policies of Republican administrations contribute to the financial crisis of 1929 and the Great Depression that followed?

QUESTION 32

How successful was the New Deal in solving the problems Roosevelt faced on taking office in 1933?

QUESTION 33

Why was U.S. involvement so important for Allied victory in both Europe and the Pacific in 1945?

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

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|-----|--|-----------|
| (a) | Briefly describe the British political system up to 1830. | 6 |
| (b) | How was the British political system challenged between 1830 and 1848? | 12 |
| (c) | To what extent was Britain a democracy by 1914? | 12 |

QUESTION 35. Britain

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|-----|--|-----------|
| (a) | Briefly describe living conditions in Britain in the period up to 1830. | 6 |
| (b) | In what ways did British governments attempt to improve living conditions in the period from 1832 to 1885? | 12 |
| (c) | To what extent did the Liberals support government intervention in social welfare by 1914? | 12 |

QUESTION 36. Germany

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|-----|---|-----------|
| (a) | Briefly describe German liberalism before 1848. | 6 |
| (b) | How did the liberals attempt to achieve their aims in the period from 1848 to 1871? | 12 |
| (c) | How influential were the German liberals in the period from 1871 to 1914? | 12 |

QUESTION 37. Germany	Marks
(a) Briefly describe the main social groups in the German states in 1815.	6
(b) How were conservatives able to retain their dominant position in Germany in the period up to 1870?	12
(c) To what extent was political repression used in Germany in the period from 1871 to 1914?	12
QUESTION 38. Russia	
(a) Briefly describe the reforms of Alexander II.	6
(b) In what ways did these reforms help Tsarist governments maintain autocratic rule up to 1905?	12
(c) To what extent did the Tsarist government recover from war with Japan and the 1905 Revolution?	12
QUESTION 39. Russia	
(a) Briefly describe the Russian social system before 1860.	6
(b) How did Tsarist governments encourage industrial development up to 1914?	12
(c) To what extent did economic change result in discontent by 1905?	12
QUESTION 40. China	
(a) Briefly describe the role of rebellion in traditional China.	6
(b) In what ways did Western imperialism contribute to rebellion in nineteenth-century China?	12
(c) Why was the Qing (Ch'ing) dynasty able to resist rebellion in the period from 1851 to 1900?	12
QUESTION 41. China	
(a) Briefly describe the main social groups in traditional Chinese society.	6
(b) How effective were reform movements in China up to 1900?	12
(c) To what extent did reform lead to the collapse of the Qing (Ch'ing) dynasty in 1911?	12

QUESTION 42. Japan**Marks**

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|-----|---|-----------|
| (a) | Briefly describe the traditional relationship between the Bakufu and Han in Tokugawa Japan. | 6 |
| (b) | Why did the Western Clans emerge as the dominant force in Japan by 1868? | 12 |
| (c) | In what ways did the Japanese political system change between 1868 and 1890? | 12 |

QUESTION 43. Japan

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|-----|---|-----------|
| (a) | Briefly describe the traditional class structure of Tokugawa Japan. | 6 |
| (b) | How did Western influence affect the traditional class structure between 1853 and 1890? | 12 |
| (c) | To what extent did Japan adopt Western imperialist models in its foreign policy up to 1912? | 12 |

QUESTION 44. India

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|-----|--|-----------|
| (a) | Briefly describe the caste system in traditional Indian society. | 6 |
| (b) | In what ways did the Mughal emperors combine different social and religious traditions? | 12 |
| (c) | Why did the East India Company change from being a trading enterprise to ruling a territorial empire after about 1750? | 12 |

QUESTION 45. India

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|-----|---|-----------|
| (a) | Briefly describe the events of the Great Rebellion (Indian Mutiny) of 1857. | 6 |
| (b) | What were the main causes of the Great Rebellion (Indian Mutiny) of 1857? | 12 |
| (c) | How did Indians respond to English education and Western ideas during the nineteenth century? | 12 |

QUESTION 46. Australia**Marks**

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|-----|--|-----------|
| (a) | Briefly describe the pastoral industry in nineteenth-century Australia. | 6 |
| (b) | How did the gold rushes affect the economic development of New South Wales and Victoria? | 12 |
| (c) | What influence did economic factors have in the movement for Federation? | 12 |

QUESTION 47. Australia

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|-----|---|-----------|
| (a) | Briefly describe trade unionism in the Australian colonies up to 1880. | 6 |
| (b) | Explain the growth of trade unionism after 1880. | 12 |
| (c) | What were the industrial and political results of the strikes of the 1890s? | 12 |

QUESTION 48. USA

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|-----|---|--------------------|
| (a) | Briefly describe the settlers' frontier experience in the first half of the nineteenth century. | 6 |
| (b) | What was the impact of westward expansion on native Americans (Indian peoples)? | 12 |
| (c) | To what extent did continuation of westward expansion contribute to the development of the USA? | 12 economic |

QUESTION 49. USA

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|-----|---|-----------|
| (a) | Briefly describe the economic differences between the North and South prior to the Civil War. | 6 |
| (b) | To what extent was disagreement over state rights a major reason for the outbreak of the Civil War? | 12 |
| (c) | How did reconstruction after the Civil War affect the American people? | 12 |

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

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|-----|--|-----------|
| (a) | Briefly describe the steps leading to the creation of the State of Israel by 1948. | 6 |
| (b) | How did the involvement of the USA and the USSR affect the conflicts between Israel and its neighbours in the 1960s and 1970s? | 12 |
| (c) | From your knowledge of the issue today, to what extent is terrorism a major obstacle to the peace process in the Middle East? | 12 |

QUESTION 51. The Arab–Israeli Conflict

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|-----|---|-----------|
| (a) | Briefly outline the terms of the Camp David Agreement of 1979. | 6 |
| (b) | How important was the issue of the disputed territories of the West Bank, Jerusalem and the Gaza Strip in maintaining conflict between Israelis and Arabs throughout the 1980s? | 12 |
| (c) | From your knowledge of the issue today, why did tensions between Israelis and Arabs increase under the Netanyahu government? | 12 |

QUESTION 52. Conflict in Indo-China

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|-----|--|-----------|
| (a) | Briefly describe French attempts to maintain control of Indo-China between 1945 and 1954. | 6 |
| (b) | Why did the USA make such a large military commitment to pursuing its aims in Vietnam? | 12 |
| (c) | From your knowledge of the issue today, to what extent has Vietnam become more open towards its former enemies over the past decade? | 12 |

QUESTION 53. Conflict in Indo-China

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|-----|--|-----------|
| (a) | Briefly describe the involvement of Laos and Cambodia in the Second Indo-China War (1960–1975). | 6 |
| (b) | What were the results of the policies of the Pol Pot regime in Democratic Kampuchea (1975–1979)? | 12 |
| (c) | From your knowledge of the issue today, explain why conflict has continued in Cambodia over the past decade. | 12 |

QUESTION 54. US–Soviet/CIS Relations in the Nuclear Age	Marks
(a) Briefly describe the arms race between 1945 and 1962.	6
(b) Why did the USA and the USSR adopt <i>détente</i> in the 1970s?	12
(c) From your knowledge of the issue today, to what extent have the improved relations between the USA and Russia been stable since 1990?	12

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

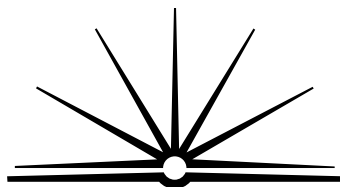
(a) Briefly describe the U.S. policy of containment up to the 1960s.	6
(b) Why had the USA won the Cold War by 1989?	12
(c) From your knowledge of the issue today, to what extent have the USA and Russia resolved their conflicts during the last decade?	12

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B O A R D O F S T U D I E S
NEW SOUTH WALES

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MODERN HISTORY

2/3 UNIT (COMMON)

**SOURCE BOOK
CORE STUDY**

SOURCES FOR QUESTION 1

SOURCE A

Item 1.

Poster from the British Parliamentary Recruiting Committee, 1914.



E Kealey, 'Women of Britain say "Go!"', 1915, lithograph 76.3 × 51cm, Australian War Memorial (V122), Australian War Memorial's image collections are now searchable via the Internet. Please visit our web sit at: <http://www.awmm.gov.au>

Item 2.

British official war poster, 1917.



SOURCE B. An American eyewitness account of the German home front in 1917.

As more and more men were called to the front, women were employed in unusual work. The new underground railroad in Berlin is being built largely by female labour. There were women guards on the underground, women conductors on the tramways and women even became motormen (drivers) on the tramcars. Banks, insurance companies, and other large business institutions were filled with women workers who also invaded the sacred precincts of many military and governmental offices.

My four years in Germany, JW Gerard, Hodder & Stoughton, 1917

SOURCE C. An extract from a speech to the House of Lords by former British Prime Minister, H.H. Asquith, arguing in favour of giving women the right to vote. March 1917.

How could we have carried on the war without women? Short of actually bearing arms in the field, there is hardly a service which has contributed, or is contributing, to the maintenance of our cause in which women have not been at least as active and as efficient as men, and wherever we turn we see them doing work which three years ago would have been regarded as falling exclusively within the province of men.

Hansard, 1917, House of Lords UK

SOURCE D. An extract from *The Australian People and the Great War*, written by the Australian historian, M. McKernan, and published in 1984.

The war was not the watershed for Australian women as it was for women in other societies. The nineteenth century roles remained in force during wartime despite the intense patriotic feelings of many women. Denied access to important paid employment, women directed their energies to providing help for the victims of war and comforts for the Australian troops. Their zeal and energy created what might be described as a new industry in Australia but because the work was unpaid and not obviously vital, the workers in this industry were accorded little respect. It was dismissively categorised as the sort of work expected of women.

Only in politics did women expand their position and functions and this only because stereotyped thinking made them the allies or opponents of conscription, tools to be used to achieve a result. The war experience of women confirmed rather than challenged their place in society.

Michael McKernan, ACT

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