



HIGHER SCHOOL CERTIFICATE EXAMINATION

1999

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) Use Source A.

List **FOUR** features of warfare on the Western Front in 1916 and 1917. **4**

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

In what ways did trench warfare affect soldiers fighting on the Western Front? **8**

(c) How reliable and useful are Sources C and D to an historian studying the reasons for the large number of deaths and casualties on the Western Front? **8**

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

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

To what extent was ineffective leadership on both sides responsible for the failure to break the stalemate on the Western Front? **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

Explain the development of the party system in Australian federal politics between 1901 and the establishment of the Country Party in 1920.

QUESTION 3

In what ways did the Great Depression affect the Australian economy and society between 1930 and 1939?

QUESTION 4

To what extent had the status and rights of Aboriginal peoples improved by 1945?

QUESTION 5

How did Australia's participation in the two world wars affect its position in the British Empire?

PART B—BRITAIN**QUESTION 6**

Explain the failure of the Labour Party to maintain power between the wars.

QUESTION 7

To what extent was British society divided along class and regional lines between 1919 and 1939?

QUESTION 8

Why did British governments follow policies of appeasement in the 1930s?

QUESTION 9

In what ways did World War II have an impact on life in Britain?

PART C—CHINA**QUESTION 10**

Explain the failure of the 1911 Revolution to bring about a united and stable republican government in China.

QUESTION 11

How influential were revolutionary and nationalist ideas in Chinese politics between 1919 and 1927?

QUESTION 12

To what extent did the Guomindang (Kuomintang) compromise its nationalist ideology between 1928 and 1937?

QUESTION 13

Assess the importance of peasant support for the growing strength of the Chinese Communist Party between 1935 and 1949.

PART D—GERMANY**QUESTION 14**

What impact did military defeat have on German politics in the period from 1918 to 1924?

QUESTION 15

Why had the Nazis become the dominant political force in Germany by 1933?

Use evidence from the period between 1925 and 1933 to support your answer.

QUESTION 16

How did the Nazis reshape German society in the period from 1933 to 1939?

QUESTION 17

Hitler's war strategy and unrealistic aims made Germany's defeat inevitable.

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

PART E—INDIA**QUESTION 18**

What were the reasons for the diversity of the Indian nationalist movement before 1919?

QUESTION 19

Explain how Mahatma Gandhi changed the Indian nationalist movement between 1919 and 1931.

QUESTION 20

Why did communalism become such an important issue in Indian politics between 1919 and 1947?

QUESTION 21

Why had the British agreed to Indian independence by 1947?

PART F—JAPAN**QUESTION 22**

How did the interaction between tradition and change affect Japan between 1912 and 1931?

QUESTION 23

Why did Japan's foreign policy lead to its increasing isolation between 1915 and 1937?

QUESTION 24

Why did Japan become a military dictatorship during the 1930s?

QUESTION 25

Explain Japan's motives in going to war with the USA and the British Empire in 1941.

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

To what extent were developments after the 1905 Revolution responsible for the collapse of the Tsarist regime in March 1917?

QUESTION 27

What were the reasons for the failure of the Provisional Government in 1917?

QUESTION 28

How did Soviet leaders change their policies to strengthen the Soviet state and economy between 1920 and 1934?

QUESTION 29

To what extent did Stalin's policies after 1934 prepare the Soviet Union for the Great Patriotic War?

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

In what ways was American popular culture during the 1920s new and different?

QUESTION 31

In what ways did economic and social changes occur as a result of the Great Depression?

QUESTION 32

Explain how Roosevelt used government intervention to bring relief, reform and recovery to the United States during the Great Depression.

QUESTION 33

What developments during World War II led to the decision to drop the A-bomb 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

- | | | |
|-----|--|-----------|
| (a) | Briefly describe unrest in Britain between 1815 and 1832. | 6 |
| (b) | How did the government respond to unrest in the period up to 1832? | 12 |
| (c) | To what extent did reform satisfy the demands of protesters between 1832 and 1885? | 12 |

QUESTION 35 Britain

- | | | |
|-----|---|-----------|
| (a) | Briefly describe the main features of industrial change in the period up to 1850. | 6 |
| (b) | How did the growth of industry affect cities? | 12 |
| (c) | To what extent had living standards improved by 1914? | 12 |

QUESTION 36 Germany

- | | | |
|-----|---|-----------|
| (a) | Briefly describe the German Confederation in 1815. | 6 |
| (b) | Why were the nationalists unsuccessful in their attempts to unify the German states in the period up to 1852? | 12 |
| (c) | How important was Prussia in unifying the German states by 1871? | 12 |

QUESTION 37 Germany**Marks**

- | | | |
|-----|---|-----------|
| (a) | Briefly describe the economic structure of the German states before 1848. | 6 |
| (b) | In what ways did economic change alter German society in the period up to 1890? | 12 |
| (c) | To what extent was Wilhelmine society divided in the period up to 1914? | 12 |

QUESTION 38 Russia

- | | | |
|-----|--|-----------|
| (a) | Briefly describe the emancipation of the serfs. | 6 |
| (b) | How did revolutionary movements challenge Tsarist governments between 1861 and 1905? | 12 |
| (c) | Why did the 1905 Revolution fail to bring down the Tsarist government? | 12 |

QUESTION 39 Russia

- | | | |
|-----|--|-----------|
| (a) | Briefly describe the political system of the Tsars before 1860. | 6 |
| (b) | How had industrialisation affected the Russian social and political order by 1905? | 12 |
| (c) | How far did Nicholas II's reforms after 1905 satisfy demands for political change? | 12 |

QUESTION 40 China

- | | | |
|-----|--|-----------|
| (a) | Briefly describe the traditional civil service examination system. | 6 |
| (b) | In what ways did the Self-Strengthening Movement help preserve Confucian political institutions? | 12 |
| (c) | Why did the Qing (Ch'ing) dynasty collapse in 1911? | 12 |

QUESTION 41 China

- | | | |
|-----|---|-----------|
| (a) | Briefly describe traditional Chinese attitudes to foreigners. | 6 |
| (b) | How did Western imperialism challenge Qing (Ch'ing) authority? | 12 |
| (c) | Why did Chinese attitudes to the West change between 1860 and 1911? | 12 |

QUESTION 42 Japan**Marks**

- | | | |
|-----|---|-----------|
| (a) | Briefly describe the traditional social structure of Tokugawa Japan. | 6 |
| (b) | In what ways was the Sonno-Joi movement caused by Western intrusion into Japanese affairs after 1853? | 12 |
| (c) | To what extent had Meiji Japan modernised its social and political system by 1890? | 12 |

QUESTION 43 Japan

- | | | |
|-----|--|-----------|
| (a) | Briefly describe the Western penetration of Japan in the 1850s. | 6 |
| (b) | How did Japan's contact with the West influence economic and social change after 1868? | 12 |
| (c) | Explain Japan's imperialist expansion between 1894 and 1912. | 12 |

QUESTION 44 India

- | | | |
|-----|---|-----------|
| (a) | Briefly describe the main religious divisions in traditional Indian society. | 6 |
| (b) | In what ways did the Mughal empire unite Indians of different religions and cultures? | 12 |
| (c) | To what extent did the East India Company conform to traditional Indian patterns of government up to the 1830s? | 12 |

QUESTION 45 India

- | | | |
|-----|---|-----------|
| (a) | Briefly describe the economic and social changes in India under British rule between 1830 and 1885. | 6 |
| (b) | How did Indians respond to these changes? | 12 |
| (c) | Explain why Indian responses to British rule were so diverse. | 12 |

QUESTION 46 Australia**Marks**

- | | | |
|-----|--|-----------|
| (a) | Briefly describe immigration to the Australian colonies up to 1850. | 6 |
| (b) | What factors contributed to urbanisation in Australia between 1851 and 1890? | 12 |
| (c) | Why was there a depression in Australia in the 1890s? | 12 |

QUESTION 47 Australia

- | | | |
|-----|--|-----------|
| (a) | Briefly describe traditional Australian indigenous culture. | 6 |
| (b) | How did the pastoral industry affect Aboriginal peoples? | 12 |
| (c) | What was the significance of the disputes between squatters and shearers in the 1880s and 1890s? | 12 |

QUESTION 48 USA

- | | | |
|-----|--|-----------|
| (a) | Briefly describe westward expansion up to 1860. | 6 |
| (b) | Why did westward expansion cause conflict between the North and South? | 12 |
| (c) | To what extent had post-Civil War Reconstruction changed the condition of African Americans by 1877? | 12 |

QUESTION 49 USA

- | | | |
|-----|--|-----------|
| (a) | Briefly describe the development of manufacturing and commerce in the northern states. | 6 |
| (b) | What factors encouraged immigration to the USA? | 12 |
| (c) | To what extent did migration and the growth of large-scale industry result in social change? | 12 |

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

- | | | |
|-----|---|-----------|
| (a) | Briefly outline the main results of the Six Day War of 1967. | 6 |
| (b) | How far did the Camp David Agreement of 1979 reverse the result of the Six Day War? | 12 |
| (c) | From your knowledge of the issue today, why is Israeli society so divided over the peace process with the Palestinians? | 12 |

QUESTION 51 The Arab–Israeli Conflict

- | | | |
|-----|--|-----------|
| (a) | Briefly describe the creation of the state of Israel between 1945 and 1948. | 6 |
| (b) | Why were Arab states divided in their policies towards Israel in the 1970s and 1980s? | 12 |
| (c) | From your knowledge of the issue today, why are some Palestinians dissatisfied with the results of the Oslo Accords of 1993? | 12 |

QUESTION 52 Conflict in Indo-China

- | | | |
|-----|--|-----------|
| (a) | Briefly describe the role of the Viet Minh in the Indo-China conflict between 1945 and 1954. | 6 |
| (b) | What were the consequences of the 1954 Geneva Accords in Indo-China up to 1960? | 12 |
| (c) | From your knowledge of the issue today, explain why armed conflict has continued in Cambodia over the past decade. | 12 |

QUESTION 53 Conflict in Indo-China

- | | | |
|-----|--|-----------|
| (a) | Briefly describe patterns of warfare in EITHER Vietnam OR Cambodia between 1965 and 1975. | 6 |
| (b) | Why did the USA withdraw its forces from Indo-China during the early 1970s? | 12 |
| (c) | From your knowledge of the issue today, how far have the USA and Australia achieved their aims in Indo-China over the past decade? | 12 |

QUESTION 54 US–Soviet/CIS Relations in the Nuclear Age		Marks
(a)	Briefly describe areas of conflict between the USSR and the USA between 1945 and 1950.	6
(b)	In what ways did Cold War crises between 1950 and 1962 threaten world peace?	12
(c)	From your knowledge of the issue today, how have relations between the USA and Russia changed since 1989?	12

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

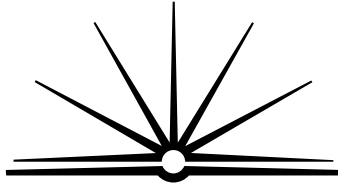
(a)	Briefly outline attempts made by the USA and the Soviet Union to limit arms prior to SALT I in 1972.	6
(b)	How effective were arms reduction plans in the period from 1972 to 1984?	12
(c)	From your knowledge of the issue today, how have conditions for arms limitation agreements improved since 1986?	12

End of paper

BLANK PAGE

BLANK PAGE

BLANK PAGE



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

HIGHER SCHOOL CERTIFICATE EXAMINATION

1999

MODERN HISTORY

2/3 UNIT (COMMON)

SOURCE BOOK
CORE STUDY

SOURCES FOR QUESTION 1

SOURCE A Two photographs of the Western Front

Photograph 1. Front-line trench on the Somme, 1916, Imperial War Museum



Reproduced with the kind permission of the Imperial War Museum

Photograph 2. Behind the front line at Ypres, 1917, Australian War Memorial

Copyright not approved

Copyright not approved

SOURCE C An extract from a private letter by British war correspondent Ashmead-Bartlett to the editor of the *Daily Express*, 1916–1917.

These optimistic generals, who live in French châteaux; who can save their pay; who are having the time of their lives; who are covered with variegated ribbons; who do not have ‘to go over the top’; who are, with some exceptions, men of the most indifferent intellect; who long to keep the war going as long as the government will send them human fuel—so as to prolong their own feeble hour of imaginary glory—have succeeded in the last five months in killing, permanently maiming or wounding 21 727 officers and 344 614 men. They have hardly moved the Hun an inch.

Carolyn O’Brien & Alan Merritt, 1914–1918: The World at War, Rigby Heinemann, Melbourne, 1991

Copyright not approved

BLANK PAGE