



HIGHER SCHOOL CERTIFICATE EXAMINATION

1999

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 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 FOUR features of warfare on the Western Front in 1916 and 1917. | 4 |
| | (ii) | Use Source B. List THREE things that made conditions in the trenches difficult for soldiers. | 3 |
| | (iii) | Use Source C. List TWO reasons why General Rees admired his troops when they attacked the Germans on the Somme. | 2 |
| | (iv) | Use Source D. What was the opinion of Lieutenant John Raws about senior officers? | 3 |
| | | | |
| (b) | Explain why trench warfare was so destructive to both the soldiers and the environment on the Western Front. In your answer, use your own knowledge and at least TWO of the sources. | | 12 |
| | | | |
| (c) | How reliable and useful would Sources C and D be to an historian studying the reasons for the death of so many soldiers in the Battle of the Somme? In your answer, consider both the origin and the 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 dismissal of Jack Lang in 1932. | 8 |
| (b) Why did the Japanese bomb Darwin in February 1942? | 8 |
| (c) How did John Curtin organise Australia for war? | 4 |

AND

QUESTION 3

- | | |
|--|----------|
| (a) Describe the main events in the life of Margaret Tucker. | 8 |
| (b) How influential was the New Guard? | 8 |
| (c) In what ways were the lives of women affected by World War II? | 4 |

PART B—BRITAIN**Marks****QUESTION 4**

- | | | |
|-----|---|----------|
| (a) | Describe the main political activities of Emmeline Pankhurst. | 8 |
| (b) | Why were the coalminers dissatisfied in Britain in the 1920s and 1930s? | 8 |
| (c) | How did the Great Depression affect Britain in the 1930s? | 4 |

AND**QUESTION 5**

- | | | |
|-----|---|----------|
| (a) | Describe the main events in Winston Churchill's life. | 8 |
| (b) | What was the contribution of the Women's Land Army to the British war effort? | 8 |
| (c) | How did the Battle of Britain influence the course of World War II? | 4 |

PART C—CHINA**QUESTION 6**

- | | | |
|-----|---|----------|
| (a) | Describe the main events in the life of Pu I (P'u Yi). | 8 |
| (b) | What were the main results of the 1911 Revolution in China? | 8 |
| (c) | How did the influence of Chinese peasants increase between 1911 and 1949? | 4 |

AND**QUESTION 7**

- | | | |
|-----|---|----------|
| (a) | Describe the main events in the Long March. | 8 |
| (b) | What did Jiang Jieshi (Chiang Kai-shek) achieve during the period from 1927 to 1945? | 8 |
| (c) | How influential was the Chinese Communist Party in the war against Japan (1937–1945)? | 4 |

PART D—GERMANY**Marks****QUESTION 8**

- | | |
|---|----------|
| (a) Describe the French occupation of the Ruhr. | 8 |
| (b) What events led to the Night of the Long Knives? | 8 |
| (c) How did Hitler rise to power between 1925 and 1934? | 4 |

AND

QUESTION 9

- | | |
|--|----------|
| (a) Describe the main events in the life of Paul von Hindenburg. | 8 |
| (b) What were the purposes of the Nazi Youth Groups in German society? | 8 |
| (c) How did Nazi policies affect the Jewish community in Germany during the 1930s? | 4 |

PART E—INDIA**QUESTION 10**

- | | |
|--|----------|
| (a) Describe the role of Untouchables in India. | 8 |
| (b) How did Mahatma Gandhi change the Indian nationalist movement? | 8 |
| (c) What was the effect of the Amritsar Massacre on India? | 4 |

AND

QUESTION 11

- | | |
|---|----------|
| (a) Describe the main events in the Partition of India in 1947. | 8 |
| (b) Why did Mohammed Ali Jinnah support the establishment of a separate state for Muslims in India? | 8 |
| (c) How did the All-India Muslim League attempt to achieve its aims? | 4 |

PART F—JAPAN**Marks****QUESTION 12**

- | | |
|--|----------|
| (a) Describe the main events of the Russo-Japanese War. | 8 |
| (b) How did militarists change Japanese politics during the 1930s? | 8 |
| (c) How influential was the Emperor Hirohito? | 4 |

AND**QUESTION 13**

- | | |
|--|----------|
| (a) What were the zaibatsu? | 8 |
| (b) What were the aims of General Tojo? | 8 |
| (c) Why did Japan attack Pearl Harbor in 1941? | 4 |

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

- | | |
|--|----------|
| (a) Describe the events leading to the overthrow of Nicholas II in 1917. | 8 |
| (b) What was the role of the Secret Police during the Purges? | 8 |
| (c) What contribution did Trotsky make to the Revolution in 1917? | 4 |

AND**QUESTION 15**

- | | |
|---|----------|
| (a) What was the place of the Kulaks in Russian society after 1917? | 8 |
| (b) How did Stalin's policies affect the Soviet Union? | 8 |
| (c) Why were Stalin and Trotsky rivals after 1923? | 4 |

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

- | | | |
|-----|---|----------|
| (a) | Describe the conditions of unemployed people during the 1930s. | 8 |
| (b) | What were the aims of the Ku Klux Klan? | 8 |
| (c) | How important was General MacArthur's role during World War II? | 4 |

AND**QUESTION 17**

- | | | |
|-----|--|----------|
| (a) | Describe the main features of Prohibition. | 8 |
| (b) | What was the importance of D-Day? | 8 |
| (c) | How did Franklin Delano Roosevelt help Americans overcome the hardships of the Great Depression? | 4 |

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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) | Describe the problems faced by the squatters. | 12 |
| (b) | What were the results of the Myall Creek Massacre? | 12 |
| (c) | How were the lives of women affected by Caroline Chisholm? | 6 |

QUESTION 19 Britain

- | | | |
|-----|--|-----------|
| (a) | Describe the methods used by the working class to improve their living and working conditions. | 12 |
| (b) | In what ways did the Great Exhibition benefit Britain? | 12 |
| (c) | How influential was Queen Victoria? | 6 |

QUESTION 20 China

- | | | |
|-----|---|-----------|
| (a) | What were the aims of the Boxer Rebellion? | 12 |
| (b) | Outline the main results of the Opium Wars. | 12 |
| (c) | Why was the Empress Dowager Ci Xi (Tz'u Hsi) reluctant to reform China? | 6 |

QUESTION 21 Germany	Marks
(a) Outline the main events of the Franco-Prussian War.	12
(b) How did Bismarck deal with opposition in the period from 1862 to 1890?	12
(c) How influential were the German Socialists?	6
QUESTION 22 India	
(a) Describe the main events of the Indian Mutiny.	12
(b) How did Ram Mohan Roy change Indian values?	12
(c) Why was the status of women an important issue in nineteenth-century India?	6
QUESTION 23 Japan	
(a) Outline the events leading to the restoration of the Meiji Emperor.	12
(b) Why were some samurai dissatisfied with changes to their role in Japanese society after 1868?	12
(c) What were the main results of modernisation after the Meiji Restoration?	6
QUESTION 24 Russia	
(a) Outline the development of revolutionary groups in nineteenth-century Russia.	12
(b) Why were the serfs emancipated in 1861?	12
(c) What changes occurred as a result of the 1881 assassination of Tsar Alexander?	6
QUESTION 25 USA	
(a) Describe Abraham Lincoln's role in the Civil War.	12
(b) How important were slaves to the southern way of life?	12
(c) Why did the Sioux Wars occur?	6

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

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|-----|--|-----------|
| (a) | Outline the main events in relations between Israel and the Arab states EITHER between 1948 and 1967 OR between 1979 and 1993. | 12 |
| (b) | How did the issue of the occupied territories influence Arab policies towards Israel between 1967 and 1979? | 12 |
| (c) | From your knowledge of the issue today, why does the problem of the occupied territories continue to prevent peace? | 6 |

QUESTION 27 Conflict in Indo-China

- | | | |
|-----|---|-----------|
| (a) | Describe the role of EITHER the Viet Minh between 1945 and 1954 OR the Viet Cong between 1960 and 1969. | 12 |
| (b) | Why were there communist victories in Indo-China in 1975? In your answer you may discuss EITHER Vietnam OR Cambodia OR both. | 12 |
| (c) | From your knowledge of the issue today, how has the impact of war continued to influence EITHER Vietnam OR Cambodia over the past decade? | 6 |

QUESTION 28 US–Soviet/CIS Relations

- | | | |
|-----|---|-----------|
| (a) | Describe the relations between Kennedy and Khrushchev in the early 1960s. | 12 |
| (b) | What factors contributed to changes in US–Soviet relations between the Cuban Missile Crisis in 1962 and the Salt I Agreement of 1972? | 12 |
| (c) | From your knowledge of the issue today, explain how relations between Russia and the USA have improved in the last decade. | 6 |

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**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 report by General Rees at the Battle of the Somme, 1916.

They advanced in line after line, dressed as if on parade and not a man shirked going through the extremely heavy barrage, or facing the machine gun and rifle fire that finally wiped them out . . . I saw the lines which advanced in such admirable order melting away under fire. Yet not a man wavered, broke ranks or attempted to come back. I had never seen, indeed could never imagine, such a display of gallantry, discipline and determination . . . hardly a man of ours got to the German front line.

Travers, T, The Killing Ground: The British Army, The Western Front and the Emergence of Modern Warfare 1900–1918, Allen & Unwin, London, 1986

SOURCE D An extract from a letter to his family written by the Australian, Lieutenant John Raws, while fighting at the Battle of the Somme in 1916.

Before going into this next affair, at the same dreadful spot, I want to tell you, so that it may be on record, that I honestly believe Goldy [the brother of Lieutenant Raws] and many other officers were murdered on the night you know of, through the incompetence, callousness, and personal vanity of those high in authority.

Stewart, D Fitzgerald, J & Pickard, A, The Great War: Using Evidence, Nelson, Melbourne, 1987

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