

BOARD OF STUDIES
NEW SOUTH WALES

HIGHER SCHOOL CERTIFICATE EXAMINATION

2000

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 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 the year and months when the highest number enlisted in the AIF. | 2 |
| | (ii) | Use Source A. List the year and months when the lowest number enlisted in the AIF. | 2 |
| | (iii) | Use Source B. What were TWO reasons given by Lieutenant Raws for enlisting? | 2 |
| | (iv) | Use Source C. What were TWO things the workers should not do? | 2 |
| | (v) | Use Source D. What were TWO effects fund-raising and recruiting campaigns had on Australian people? | 4 |
| (b) | Explain in what ways the war effort affected the home front in Australia in the period 1914 to 1918. In your answer, use your own knowledge and at least TWO of the sources. | | 12 |
| (c) | How reliable and useful would Sources B and C be to an historian studying Australian attitudes to the war? 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 role of the New Guard. | 8 |
| (b) | What were the main events in Margaret Tucker's life that involved her working with Aboriginal people? | 8 |
| (c) | What were the results of Jack Lang's dismissal? | 4 |

AND

QUESTION 3

- | | | |
|-----|--|----------|
| (a) | Describe the role of women in World War II. | 8 |
| (b) | How did John Curtin contribute to Australia's war effort? | 8 |
| (c) | Why was the bombing of Darwin a significant event for Australia during World War II? | 4 |

PART B—BRITAIN**Marks****QUESTION 4**

- | | |
|--|----------|
| (a) Describe the events in the Battle of Britain. | 8 |
| (b) Why did Winston Churchill become Prime Minister in 1940? | 8 |
| (c) How important was the contribution of the Women's Land Army to the British war effort? | 4 |

AND

QUESTION 5

- | | |
|--|----------|
| (a) Describe the problems faced by coalminers during the 1920s and 1930s. | 8 |
| (b) Why did the Great Depression affect some British people more than others? | 8 |
| (c) How important was the role of Emmeline Pankhurst in securing rights for British women? | 4 |

PART C—CHINA**QUESTION 6**

- | | |
|---|----------|
| (a) Describe the main events in the life of Jiang Jieshi (Chiang Kai-shek). | 8 |
| (b) What were the results of the Long March? | 8 |
| (c) Why had so many peasants joined the Communist Party by 1949? | 4 |

AND

QUESTION 7

- | | |
|---|----------|
| (a) Describe the main events of the 1911 Revolution. | 8 |
| (b) How was Pu I (P'u Yi) controlled by others during his lifetime? | 8 |
| (c) Why did the Chinese Communist Party (CCP) win the Civil War? | 4 |

PART D—GERMANY**Marks****QUESTION 8**

- (a) Describe the main events leading to Hitler's becoming Chancellor by 1933. **8**
- (b) In what ways did Germany discriminate against the Jewish community during the 1930s? **8**
- (c) What effect did the Night of the Long Knives have on Hitler's leadership? **4**

AND

QUESTION 9

- (a) Describe the main activities of Nazi Youth Groups in German society. **8**
- (b) What were the reasons for the French occupation of the Ruhr? **8**
- (c) What effect did Paul von Hindenburg have on German politics between 1925 and 1934? **4**

PART E—INDIA**QUESTION 10**

- (a) Describe the main events in the life of Mahatma Gandhi. **8**
- (b) What were the causes of the Amritsar Massacre? **8**
- (c) How important were the activities of the All-India Muslim League? **4**

AND

QUESTION 11

- (a) Describe the problems facing the Untouchables in India. **8**
- (b) Why did Partition occur in 1947? **8**
- (c) How did Mohammed Ali Jinnah try to influence the British Government? **4**

PART F—JAPAN**Marks****QUESTION 12**

- | | |
|--|----------|
| (a) Describe the main events in the life of General Tojo. | 8 |
| (b) What were the causes of the Russo-Japanese War? | 8 |
| (c) How important were the zaibatsu to the Japanese economy? | 4 |

AND

QUESTION 13

- | | |
|---|----------|
| (a) Describe the main events in the life of Emperor Hirohito. | 8 |
| (b) What were the results of Japan's attack on Pearl Harbor? | 8 |
| (c) How did the militarists influence the Japanese government during the 1930s? | 4 |

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

- | | |
|--|----------|
| (a) Describe the role of the Secret Police. | 8 |
| (b) Why was the Tsar overthrown? | 8 |
| (c) How important was Leon Trotsky in the Civil War? | 4 |

AND

QUESTION 15

- | | |
|---|----------|
| (a) Describe the main events in the life of Stalin. | 8 |
| (b) How did Stalin deal with the Kulaks? | 8 |
| (c) What were the effects of the Purges on the Communist Party? | 4 |

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

- | | |
|---|----------|
| (a) Describe the activities of the Ku Klux Klan. | 8 |
| (b) How did Franklin Delano Roosevelt deal with the problems of the Great Depression? | 4 |
| (c) Why did Prohibition fail? | 8 |

AND

QUESTION 17

- | | |
|--|----------|
| (a) Describe the events of D-Day. | 8 |
| (b) What were the problems experienced by the unemployed of the 1930s? | 8 |
| (c) How successful was General MacArthur in the Pacific War? | 4 |

Please turn over

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**

- | | | |
|-----|--|-----------|
| (a) | Describe the events at Myall Creek that led to the trial of the murderers. | 12 |
| (b) | In what ways did Caroline Chisholm help women? | 12 |
| (c) | How important were the squatters in Australia? | 6 |

QUESTION 19 Britain

- | | | |
|-----|--|-----------|
| (a) | Describe the main events in the life of Queen Victoria. | 12 |
| (b) | In what ways did economic changes affect the lives of the working class? | 12 |
| (c) | What was the importance of the Great Exhibition for Britain? | 6 |

QUESTION 20 China

- | | | |
|-----|---|-----------|
| (a) | Describe the main events in the life of the empress Ci Xi (Tz'u Hsi). | 12 |
| (b) | What were the main reasons for the Boxer Rebellion? | 12 |
| (c) | How did the Opium Wars affect China? | 6 |

QUESTION 21 Germany	Marks
(a) Describe the activities of the German Socialists.	12
(b) How did Bismarck unify Germany by 1871?	12
(c) Why did Prussia defeat France in the Franco-Prussian War?	6
QUESTION 22 India	
(a) Describe the traditional roles of Hindu women.	12
(b) What were the main causes of the Indian Mutiny?	12
(c) In what ways did Ram Mohan Roy change Indian society?	6
QUESTION 23 Japan	
(a) Describe the traditional activities of the samurai.	12
(b) What were the main results of the Meiji Restoration and Modernisation?	12
(c) In what ways did Emperor Meiji change the status of the samurai?	6
QUESTION 24 Russia	
(a) Describe the main events in the life of Tsar Alexander II.	12
(b) Why did revolutionary groups develop in Russia?	12
(c) What effects did the emancipation of the serfs have on Russian society after 1861?	6
QUESTION 25 USA	
(a) Describe the main events of the Sioux Wars.	12
(b) In what ways did Abraham Lincoln influence the Civil War?	12
(c) Why did Southerners support slavery?	6

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

- (a) Describe the reasons for the creation of the State of Israel in 1948. **12**
- (b) In what ways did the Palestinian Liberation Organisation (PLO) try to improve the position of Palestinians in the 1970s and 1980s? **12**
- (c) From your knowledge of the issue today, what progress has Yasser Arafat made towards the creation of a Palestinian state? **6**

QUESTION 27 Conflict in Indo-China

- (a) Describe the involvement of the United States in Indo-China between 1954 and 1968. **12**
- (b) How was EITHER Vietnam OR Cambodia affected by war in the 1970s? **12**
- (c) From your knowledge of the issue today, how far has EITHER Vietnam OR Cambodia recovered from war since 1989? **6**

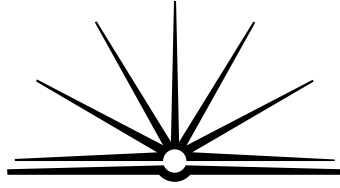
QUESTION 28 US–Soviet/CIS Relations

- (a) Describe the main events in the Cold War between 1945 and 1962. **12**
- (b) In what ways did relations between the United States and the Soviet Union change between 1963 and 1981? **12**
- (c) From your knowledge of the issue today, explain how relations between Russia and the United States have improved over the past decade. **6**

End of paper

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

2000

MODERN HISTORY

2 UNIT

PEOPLE AND EVENTS

SOURCE BOOK
CORE STUDY

SOURCES FOR QUESTION 1

SOURCE A Australian Imperial Force (AIF) enlistment statistics, 1914 to 1917

<i>Year</i>	<i>Months</i>	<i>Number of enlistments</i>
1914	August to December	52 561
1915	January to June	56 789
	July to December	109 123
1916	January to June	83 323
	July to December	41 032
1917	January to June	27 389
	July to December	17 712

Darlington R, *Land of Hopes and Illusions*, Shakespeare Head Press, 1987, p 161

SOURCE B An extract from a letter by Lieutenant Raws, an Australian, to his father after enlisting in July 1915

I hope that you will be proud to think that you have two sons—who were never fighting men, who *abhor* the sight of blood and cruelty and suffering of any kind, but who yet are game to go out bravely to a war forced upon them . . . I claimed no great patriotism. No government, other than the most utterly democratic, is worth fighting for. But there are principles, and there are women, and there are standards of decency, that are worth shedding one's blood for, surely.

Abhor — hate

Aif enlistment statistics © Australian War Memorial

SOURCE C An extract from an anti-war pamphlet, 1917

If the politicians of Australia want war, let them take their own *carcasses* to the firing line to be targets for modern machine-guns and food for *cholera* . . . If they want blood, LET THEM CUT THEIR OWN THROATS . . . WORKERS OF THE WORLD UNITE! DON'T BECOME HIRED MURDERERS! DON'T JOIN THE ARMY OR NAVY!

Carcasses — bodies

Cholera — fatal disease

SOURCE D An extract from a history book, *Land of Hopes and Illusions*, written by Australian historian, Robert Darlington, and published in 1987

In the war's early stages volunteers far exceeded the number of men the army was willing to accept, but as the published casualty lists grew the public mood changed from enthusiasm to sorrow and shock. Recruiting campaigns were launched throughout the country, and at first they were highly successful in encouraging or shaming men into enlisting. By mid-1916, however, they were clearly failing to attract the large numbers the government required. While activities such as fund-raising and recruiting campaigns on the whole tended to unite Australians, at times they also *heightened social divisions* by the shame they attached to those who . . . were unwilling or unable to enlist, and to poorer families who were hard pressed to provide for themselves, let alone give money to the funds.

Heightened social divisions — made groups in society more divided

BLANK PAGE