

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

2003

**HIGHER SCHOOL CERTIFICATE
EXAMINATION**

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Centre Number

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Student Number

Modern History

General Instructions

- Reading time – 5 minutes
- Working time – 3 hours
- Write using black or blue pen
- A source booklet is provided at the back of this paper
- Write your Centre Number and Student Number at the top of this page and pages 3 and 5

Total marks – 100

Section I Pages 2–6

30 marks

- Attempt Questions 1–3
- Allow about 55 minutes for this section

Section II Pages 7–15

40 marks

- Attempt TWO questions from Questions 4–19, both from the same National Study
- Allow about 1 hour and 10 minutes for this section

Section III Pages 16–18

30 marks

- Attempt ONE question from Questions 20–26
- Allow about 55 minutes for this section

Section I — World War I and Its Aftermath, 1914–1921

30 marks

Attempt Questions 1–3

Allow about 55 minutes for this section

Answer the questions in the spaces provided.

Refer to the source booklet to answer Questions 1–3.

	Marks
Question 1 (10 marks)	
(a) Using Source A (1):	
Name ONE feature that shows these are soldiers from opposing sides meeting on the front line.	1
.....	
(b) Using Source A (2):	
List THREE pieces of equipment or clothing used or worn by these soldiers.	3
.....	
.....	
.....	
(c) Using Source B:	
List TWO reasons that explain why trench warfare began.	2
.....	
.....	
(d) Using Source C:	
(i) List TWO items used as containers at Passchendaele.	2
.....	
.....	
(ii) List TWO food items that were carried to the front at Passchendaele.	2
.....	
.....	

Modern History

Section II — National Studies

40 marks

Attempt TWO questions from Questions 4–19, both from the same National Study

Allow about 1 hour and 10 minutes for this section

Answer each question in a SEPARATE writing booklet. Extra writing booklets are available.

In this section you will be assessed on how well you:

- present a sustained, logical, well-structured answer to the question
 - support your answer with relevant, accurate, historical information
 - use historical terms and concepts appropriately
-

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Marks

Option A: USA 1898–1941

Attempt BOTH Question 4 and Question 5

Question 4 (20 marks)

- (a) Evaluate the impact of unionists on American society and politics in the period up to the 1930s. **20**

OR

- (b) Discuss the effectiveness of New Deal policies in dealing with the problems faced by American capitalism in the period 1929–1941. **20**

Question 5 (20 marks)

(a) **William Randolph Hearst**

- (i) Identify the major features of the life of William Randolph Hearst in the period 1898–1941. **10**
- (ii) ‘William Randolph Hearst actively used his press empire to influence American foreign policy.’ **10**

In the light of this statement, assess Hearst’s influence on the development of American foreign policy in the period 1898 to the 1920s.

OR

(b) **J Edgar Hoover**

- (i) Identify the major features of the life of J Edgar Hoover in the period 1917–1941. **10**
- (ii) ‘J Edgar Hoover, a man of secrets, held enormous influence over the direction taken by the USA before World War II.’ **10**

In the light of this statement, assess Hoover’s contribution to social conservatism and anti-communism in the period up to 1941.

Option B: Japan 1904–1941**Attempt BOTH Question 6 and Question 7****Question 6** (20 marks)

- (a) Discuss the relationship between territorial expansion and the development of Japanese nationalism in the period 1904–1931. **20**

OR

- (b) Evaluate the influence of the Army on Japanese society and politics in the period 1931–1941. **20**

Question 7 (20 marks)(a) **Emperor Hirohito**

- (i) Identify the major features of the life of Emperor Hirohito in the period 1921–1941. **10**
- (ii) ‘To say the Emperor Hirohito was a mere puppet of the military is to largely underestimate his role and significance in pre-war Japan.’ **10**

In the light of this statement, assess the importance of Hirohito in the growth of Japanese militarism in the period 1925–1941.

OR(b) **Kita Ikki**

- (i) Identify the major features of the life of Kita Ikki in the period 1904–1937. **10**
- (ii) ‘Kita Ikki was almost a lone voice against the failings of Japanese society.’ **10**

In the light of this statement, assess the ideas and impact of Kita Ikki on politics in Japan between the Wars.

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-

Marks

Option C: China 1911–1949

Attempt BOTH Question 8 and Question 9

Question 8 (20 marks)

- (a) Explain the failure of the Guomindang (GMD) to create a unified, democratic China in the period 1919–1936. **20**

OR

- (b) Account for the development of Maoism as a form of communism in China up to the 1940s. **20**

Question 9 (20 marks)

(a) **Sun Yixian (Sun Yat-sen)**

- (i) Identify the major features of the life of Sun Yixian in the period 1911–1925. **10**
- (ii) ‘Sun Yixian had a much greater influence on China after his death than before.’ **10**

In the light of this statement, assess the contribution of Sun Yixian and his ideas to the development of the Guomindang (GMD).

OR

(b) **Zhu De (Chu Teh)**

- (i) Identify the major features of the life of Zhu De in the period 1911–1949. **10**
- (ii) ‘The importance of Zhu De to the success of the Chinese Communist Party and its accession to power has been greatly underestimated.’ **10**

In the light of this statement, assess the role played by Zhu De in the communists’ coming to power in China in 1949.

Option D: Russia and the Soviet Union 1917–1945**Attempt BOTH Question 10 and Question 11****Question 10** (20 marks)

- (a) Account for the success of the Communist Party of the Soviet Union (CPSU) in consolidating the Bolshevik Revolution in the period 1917–1928. **20**

OR

- (b) Assess the role of the cult of personality in the creation and maintenance of a totalitarian society in the USSR in the period 1928–1945. **20**

Question 11 (20 marks)(a) **Alexandra Kollontai**

- (i) Identify the major features of the life of Alexandra Kollontai in the period 1917–1945. **10**
- (ii) ‘Alexandra Kollontai was an idealistic and committed revolutionary.’ **10**

In the light of this statement, assess Kollontai’s role in implementing communist ideology in the period following the 1917 Bolshevik Revolution.

OR(b) **Leon Trotsky**

- (i) Identify the major features of the life of Leon Trotsky in the period 1917–1940. **10**
- (ii) ‘Leon Trotsky was a more logical and likely successor to Lenin than Stalin.’ **10**

In the light of this statement, why was Trotsky unable to prevent the triumph of Stalin as leader of the USSR?

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Marks

Option E: Germany 1918–1945

Attempt BOTH Question 12 and Question 13

Question 12 (20 marks)

- (a) Discuss the impact of the Depression on democracy in Germany in the period up to 1934. **20**

OR

- (b) Evaluate the success of the Nazi Party in transforming Germany into a Nazi society in the period 1933–1945. **20**

Question 13 (20 marks)

(a) **Leni Riefenstahl**

- (i) Identify the major features of the life of Leni Riefenstahl in the period 1920–1945. **10**
- (ii) ‘Leni Riefenstahl’s only significance was as a propagandist for the Third Reich.’ **10**

In the light of this statement, assess the significance of Leni Riefenstahl’s work in Nazi propaganda until 1945.

OR

(b) **Albert Speer**

- (i) Identify the major features of the life of Albert Speer in the period 1927–1945. **10**
- (ii) ‘Albert Speer was clearly involved in Nazi terror, repression and anti-semitism during the Third Reich.’ **10**

In the light of this statement, assess the part played by Albert Speer in implementing and supporting Nazi terror and racial policies.

Option F: India 1919–1947**Attempt BOTH Question 14 and Question 15****Question 14** (20 marks)

- (a) To what extent did Gandhi's social reform initiatives improve the position of Untouchables in the 1920s and the 1930s? **20**

OR

- (b) Assess the impact of the growth of Hindu–Muslim antagonism on the development of nationalism in India in the period 1930–1947. **20**

Question 15 (20 marks)(a) **Jawaharlal Nehru**

- (i) Identify the major features of the life of Jawaharlal Nehru in the period 1919–1947. **10**
- (ii) 'Without Jawaharlal Nehru there would have been no modern India.' **10**

In the light of this statement, assess the contribution of Jawaharlal Nehru to Congress and national politics.

OR(b) **Mohammad Ali Jinnah**

- (i) Identify the major features of the life of Mohammad Ali Jinnah in the period 1919–1947. **10**
- (ii) 'Partition gave Mohammad Ali Jinnah what he had campaigned for but it had disastrous consequences for India.' **10**

In the light of this statement, assess the role of Mohammad Ali Jinnah in the events leading to the partition of British India in 1947.

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-

Marks

Option G: Australia in the World 1946–1996

Attempt BOTH Question 16 and Question 17

Question 16 (20 marks)

- (a) To what extent were changes in Australia’s immigration patterns up to the 1990s a result of a decline of racism in Australia? **20**

OR

- (b) Assess the influence of protesters on Australia’s foreign policy in the period 1965–1996. **20**

Question 17 (20 marks)

(a) **Herbert Vere Evatt**

- (i) Identify the major features of the life of Herbert Vere Evatt in the period 1946–1965. **10**
- (ii) ‘Dr Evatt’s significance in Australian history lies in his work outside Australia rather than inside.’ **10**

In the light of this statement, evaluate Evatt’s role in Australian politics and foreign relations in the post-World War II period.

OR

(b) **Malcolm Fraser**

- (i) Identify the major features of the life of Malcolm Fraser in the period 1955–1996. **10**
- (ii) ‘As Prime Minister, Malcolm Fraser needed to consider both Australia’s economy and Australia’s place in the world.’ **10**

In the light of this statement, assess the changes made in foreign relations and trade under the influence of Malcolm Fraser.

Option H: Indonesia 1950–1998**Attempt BOTH Question 18 and Question 19****Question 18** (20 marks)

- (a) Explain the significance of nationalism in the creation and development of the Indonesian state in the period 1950–1975. **20**

OR

- (b) Evaluate the extent to which ethnic minorities have undermined the concept of ‘Unity in Diversity’ in Indonesia in the last three decades. **20**

Question 19 (20 marks)(a) **Sukarno**

- (i) Identify the major features of the life of Sukarno in the period 1950–1970. **10**
- (ii) ‘Sukarno created modern Indonesia, but his desire to dominate the region undermined all that he had achieved.’ **10**

In the light of this statement, assess the significance of Sukarno’s policy of Konfrontasi for Indonesia and its neighbours.

OR(b) **Pramoedya Ananta Toer**

- (i) Identify the major features of the life of Toer in the period 1950–1998. **10**
- (ii) ‘Pramoedya Ananta Toer, Indonesia’s greatest modern author, was considered a dangerous opponent by Indonesian governments.’ **10**

In the light of this statement, assess Toer’s contribution to political dissent across the Indonesian archipelago from 1950 to 1998.

Section III — International Studies in Peace and Conflict

30 marks

Attempt ONE question from Questions 20–26

Allow about 55 minutes for this section

Answer the question in a SEPARATE writing booklet. Extra writing booklets are available.

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	Marks
Question 20 — Option A: Conflict in the Pacific 1937–1951 (30 marks)	
(a) Assess the significance of Japan’s defeat in the Battle of Midway for the outcome of the Pacific War.	30

OR

(b) Discuss the impact of Allied occupation on Japan in the period 1945–1951.	30
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Question 21 — Option B: The Cold War 1945–1991 (30 marks)

(a) Discuss the effectiveness of various attempts to limit and control nuclear weapons in the period 1949–1979.	30
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OR

(b) Assess the contribution of Mikhail Gorbachev’s leadership to the ending of the Cold War.	30
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Marks

Question 22 — Option C: The United Nations as Peacekeeper 1946–1999
(30 marks)

- (a) Assess the contribution of the USA to the UN's peacekeeping role in the period 1946–1999. **30**

OR

- (b) To what extent did the end of the Cold War in 1991 give the UN a greater opportunity to carry out its peacekeeping role? **30**

Question 23 — Option D: Conflict in South Africa 1948–1994 (30 marks)

- (a) Assess the impact of segregation on black South Africans from the beginning of apartheid to the 1970s. **30**

OR

- (b) Discuss the significance of the 1976 Soweto student uprising in the collapse of apartheid in South Africa. **30**

Question 24 — Option E: Arab–Israel Conflict 1948–1996 (30 marks)

- (a) Discuss the impact of the 1967 Six Day War on the Arab–Israel conflict in the period up to 1987. **30**

OR

- (b) Evaluate the impact of Arab and Israeli peace initiatives in the Middle East from the 1970s to the 1990s. **30**

Please turn over

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Question 25 — Option F: Conflict in Indochina 1954–1979 (30 marks) **Marks**

- (a) Discuss the significance of the 1964 Gulf of Tonkin incident in the growth of US intervention in Vietnam in the period 1954–1968. **30**

OR

- (b) Assess the impact the spread of conflict from Vietnam had on Cambodia in the period up to 1979. **30**

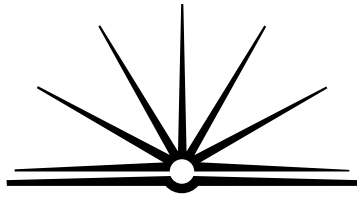
Question 26 — Option G: Anglo-Irish Relations 1968–1998 (30 marks)

- (a) Evaluate the consequences of the 1969 deployment of British troops for Northern Ireland and the British mainland. **30**

OR

- (b) Assess the extent to which the 1998 Peace Treaty satisfied the expectations of various groups involved in the conflict in Northern Ireland since the 1970s. **30**

End of paper



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2003

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EXAMINATION**

Modern History

Source Booklet

Instructions

Detach this source booklet

Source A (1) Page 2

Source A (2) Page 2

Source B Page 3

Source C Page 3

Source D Page 3

Source A (1)

A drawing of soldiers on the Western Front, Christmas 1914, published in *The Illustrated London News*, 9 January 1915



Scottish Record Office, 1986, *The First World War*, Her Majesty's Stationery Office, Norwich, England.

Source A (2)

British troops on the Somme, November 1916



Source B

British historian AJP Taylor describing events of 1914 in *The First World War: An Illustrated History*, 1966

The Germans scratched holes in the ground, set up machine guns. To everyone's amazement, the advancing Allies hesitated, stopped. The campaign was over. One man with a machine gun, protected by mounds of earth, was more powerful than advancing masses. Trench warfare had begun. The war of movement ended when men dug themselves in. They could be dislodged only by massive bombardment and the accumulation of reserves — warnings which always gave the other side time to bring up reinforcements.

Taylor, A J P, 1966, *The First World War: An Illustrated History*, Penguin Books, Middlesex, England.

Source C

Extract from Corporal J Pincombe's diary, 1917

In normal times the rations included things like bacon and bread, beans, a ration of cigarettes and tobacco and, of course, the post — all the letters and parcels that had arrived for the Tommies since they had gone into the line. But at Passchendaele that wasn't possible. We packed the sandbags with tins of bully-beef and tins of ration stew, and biscuits and sometimes a tin of jam for each platoon. There was water in two-gallon petrol tins and whatever happened, you didn't forget the rum . . . It was raining, and we all had capes over our uniforms and gas respirators at the ready . . . when a shell came right down on the cobbles of the road and knocked half a dozen of us flying. One horse was killed.

Lyn Macdonald, 1993, *They Called It Passchendaele*, Penguin Books, London. Reproduced by permission of Pollinger Limited and the proprietor.

Source D

Record of interview with German Lieutenant Johannes Niemann recalling the 'Christmas truce' of 1914

It was a cold starry night and the Scots were a hundred or so metres in front of us in their trenches . . . Next morning the mist was slow to clear and suddenly my orderly threw himself into my dugout to say that both the German and Scottish soldiers had come out of their trenches and were fraternising* along the front. I grabbed my binoculars and looking cautiously over the parapet saw the incredible sight of our soldiers exchanging cigarettes, schnapps* and chocolate with the enemy. Later a Scottish soldier appeared with a football which seemed to come from nowhere and a few minutes later a real football match got underway . . . Us Germans really roared when a gust of wind revealed that the Scots wore no drawers* under their kilts — and hooted and whistled every time they caught a glimpse of one posterior belonging to one of 'yesterday's enemies'. But after an hour's play, when our Commanding Officer heard about it, he sent an order that we must put a stop to it. A little later we drifted back to our trenches and the fraternisation ended.

*fraternising: *meeting in a friendly way* *schnapps: *German alcohol* *drawers: *underpants*

Lyn Macdonald, 1991, *1914-1918: Voices and Images of the Great War*, Penguin Books, London. Reproduced by permission of Pollinger Limited and the proprietor.

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