

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

**2004**

**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.

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	Marks
<b>Question 1</b> (10 marks)	
(a) Using Source A:	
(i) Which was the only country to profit from World War I? .....	1
(ii) Which was the only country to have large numbers of factories and farms destroyed? .....	1
(iii) Which country suffered the highest number of dead and wounded? .....	1
(iv) Which of the Allied countries suffered the highest percentage of casualties? .....	1
(v) Which of the Allied countries suffered the lowest percentage of casualties? .....	1
(b) Using Source B:	
Name the Big Three leader who:	
(i) ‘hated Germany’ .....	1
(ii) had just experienced an election .....	1
(iii) proposed the Fourteen Points.....	1
(c) Using Sources A and B:	
What evidence from Source A helps to explain Clemenceau’s attitude to Germany as described in Source B? ..... ..... ..... .....	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.

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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
- 

**Please turn over**

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**Marks**

**Option A: USA 1898–1941**

**Attempt BOTH Question 4 and Question 5**

**Question 4** (20 marks)

- (a) Evaluate the view that victory in the 1898 Spanish American War contributed to an expansionist foreign policy over the next two decades. **20**

**OR**

- (b) Analyse the growth of conservatism and its impact on American society and politics in the 1920s and 1930s. **20**

**Question 5** (20 marks)

(a) **William Randolph Hearst**

- (i) Write a brief biography of William Randolph Hearst, outlining the key events in his life up to 1941. **10**
- (ii) ‘William Randolph Hearst’s newspapers highlighted the contrasting features of the inter-war period.’ **10**

In the light of this statement, assess Hearst’s influence on the social and economic policies of American governments.

**OR**

(b) **J Edgar Hoover**

- (i) Write a brief biography of J Edgar Hoover, outlining the key events in his life up to 1941. **10**
- (ii) ‘Through the FBI, J Edgar Hoover was a positive presence behind American democracy to 1941.’ **10**

In the light of this statement, assess Hoover’s contribution in the fight against organised crime in the inter-war period.



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

- (a) Evaluate the view that Japan had achieved Great Power status by the time of the Washington Conference of 1921–1922. **20**

**OR**

- (b) Assess the view that ‘Emperor-worship’ weakened Japanese attempts to create a liberal democracy in the period 1918–1941. **20**

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

- (i) Write a brief biography of Emperor Hirohito, outlining the key events in his life up to 1941. **10**
- (ii) ‘Emperor Hirohito stood at the centre of Japanese culture and society.’ **10**

In the light of this statement, assess the importance of Hirohito to the education system, Shintoism and Bushido in the inter-war period.

**OR**(b) **Kita Ikki**

- (i) Write a brief biography of Kita Ikki, outlining the key events in his life up to 1937. **10**
- (ii) ‘Kita Ikki had a significant impact on the rise of Japanese militarism.’ **10**

In the light of this statement, assess the role of Kita Ikki in Japanese politics in pre-World War II Japan.

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**Marks**

**Option C: China 1911–1949**

**Attempt BOTH Question 8 and Question 9**

**Question 8 (20 marks)**

- (a) Assess the significance of the May Fourth Movement on the growth of Chinese nationalism in the 1920s. **20**

**OR**

- (b) Evaluate the importance of foreign support for the Guomindang (GMD) and Chinese Communist Party (CCP) in their struggle to control China after 1921. **20**

**Question 9 (20 marks)**

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

- (i) Write a brief biography of Sun Yixian, outlining the key events in his life. **10**
- (ii) ‘Sun Yixian was, at best, a theoretical revolutionary rather than a practical one.’ **10**

In the light of this statement, assess Sun Yixian’s role in revolutionary movements in China to 1925.

**OR**

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

- (i) Write a brief biography of Zhu De, outlining the key events in his life up to 1949. **10**
- (ii) ‘It is the political leader who provides the ideas but it is the military leader who guarantees the success of a revolution.’ **10**

In the light of this statement, assess the role of Zhu De and the People’s Army in the CCP’s struggle for power.

**Option D: Russia and the Soviet Union 1917–1945**

**Attempt BOTH Question 10 and Question 11**

**Question 10** (20 marks)

- (a) Evaluate the impact of Lenin’s death in 1924 on party leadership and the debate over modernisation within the Bolshevik Party. **20**

**OR**

- (b) Assess the impact of the Great Patriotic War on communism and Soviet society. **20**

**Question 11** (20 marks)

(a) **Alexandra Kollontai**

- (i) Write a brief biography of Alexandra Kollontai, outlining the key events in her life to 1945. **10**
- (ii) ‘Alexandra Kollontai was more interested in social reform than political debate.’ **10**

In the light of this statement, assess the role of Alexandra Kollontai in the social and political reforms of the Bolshevik government.

**OR**

(b) **Leon Trotsky**

- (i) Write a brief biography of Leon Trotsky, outlining the key events in his life. **10**
- (ii) ‘Despite his socialist idealism, Leon Trotsky was, in fact, a practical revolutionary.’ **10**

In the light of this statement, assess the role played by Leon Trotsky in the Civil War and the consolidation of Bolshevik power.

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**Marks**

**Option E: Germany 1918–1945**

**Attempt BOTH Question 12 and Question 13**

**Question 12** (20 marks)

- (a) Assess the view that the collapse of the Weimar Republic was primarily due to the appeal of Hitler and his Nazi Party. **20**

**OR**

- (b) Evaluate the significance of the Battle of Stalingrad in 1943 for the military defeat and collapse of Nazism in 1945. **20**

**Question 13** (20 marks)

(a) **Leni Riefenstahl**

- (i) Write a brief biography of Leni Riefenstahl, outlining the key events in her life to 1945. **10**
- (ii) ‘Through her lens, Leni Riefenstahl gave the world the lasting images of Nazi Germany.’ **10**

In the light of this statement, assess the view that Leni Riefenstahl was documenting history rather than creating propaganda.

**OR**

(b) **Albert Speer**

- (i) Write a brief biography of Albert Speer, outlining the key events in his life to 1945. **10**
- (ii) ‘Despite his claim not to be a committed Nazi, Albert Speer played a vital role in the Third Reich.’ **10**

In the light of this statement, assess the role played by Albert Speer in the creation and maintenance of the Nazi war machine to 1945.

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

- (a) Assess the significance of the 1920–1922 campaign of non-cooperation for Indian resistance to British rule in the period 1920 to 1935. **20**

**OR**

- (b) To what extent was World War II a major factor contributing to the achievement of Indian independence and partition by 1947? **20**

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

- (i) Write a brief biography of Jawaharlal Nehru, outlining the key events in his life to 1947. **10**
- (ii) ‘Jawaharlal Nehru never came to terms with the forces of communalism and separation.’ **10**

In the light of this statement, assess the effectiveness of Nehru in overcoming Hindu-Muslim antagonism on the road to independence.

**OR**(b) **Mohammad Ali Jinnah**

- (i) Write a brief biography of Mohammad Ali Jinnah, outlining the key events in his life to 1947. **10**
- (ii) ‘Jinnah was first and foremost a Muslim nationalist.’ **10**

In the light of this statement, assess Jinnah’s changing views of nationalism within British India.

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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) Account for Australia’s involvement in anti-communist wars in Asia in the period 1950–1972. **20**

**OR**

- (b) Evaluate the impact of Indonesia’s 1976 invasion of East Timor on Australia’s changing relationship with Indonesia in the period up to 1996. **20**

**Question 17** (20 marks)

(a) **Herbert Vere Evatt**

- (i) Write a brief biography of Herbert Vere Evatt, outlining the key events in his life. **10**
- (ii) ‘Evatt’s stubbornness, rather than his political beliefs, allowed the split in the ALP to occur.’ **10**

In the light of this statement, assess the role played by Herbert Vere Evatt in the divisions that took place in the ALP in the 1950s.

**OR**

(b) **Malcolm Fraser**

- (i) Write a brief biography of Malcolm Fraser, outlining the key events in his life up to 1996. **10**
- (ii) ‘Malcolm Fraser was quite content to allow Australia to drift, following the turmoil of the Whitlam years.’ **10**

In the light of this statement, assess Malcolm Fraser’s effectiveness in responding to changes on the world scene.

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

- (a) Explain why Sukarno was overthrown in the 1965 coup despite his achievement in leading Indonesia to independence. **20**

**OR**

- (b) To what extent was the downfall of the Suharto dynasty a result of Indonesia's unequal economic development since 1965? **20**

**Question 19** (20 marks)(a) **Pramoedya Ananta Toer**

- (i) Write a brief biography of Pramoedya Ananta Toer, outlining the key events in his life to 1998. **10**
- (ii) 'Toer represented the minority who opposed the policies of successive Indonesian governments.' **10**

In the light of this statement, assess the effectiveness of Pramoedya Ananta Toer in promoting democratic rights under Sukarno and Suharto.

**OR**(b) **Sukarno**

- (i) Write a brief biography of Sukarno, outlining the key events in his life. **10**
- (ii) 'Above all, "Bung" Sukarno was an aggressive Indonesian nationalist.' **10**

In the light of this statement, assess the effectiveness of Sukarno's relationships with other nations to 1965.

### 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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	<b>Marks</b>
<b>Question 20 — Option A: Conflict in the Pacific 1937–1951</b> (30 marks)	
(a) To what extent did Japanese nationalism cause the outbreak of war with the United States in 1941?	<b>30</b>
<b>OR</b>	
(b) Evaluate the view that the Japanese armed forces were largely responsible for the US decision to use the A-bomb to end the conflict in the Pacific.	<b>30</b>
<b>Question 21 — Option B: The Cold War 1945–1991</b> (30 marks)	
(a) Assess the view that the Cold War divisions between 1945 and 1953 arose as a result of a clash between two ideologies: communism and capitalism.	<b>30</b>
<b>OR</b>	
(b) Why did détente not bring an end to the Cold War by the early 1980s?	<b>30</b>



**Marks**

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

- (a) To what extent has the UN been able to meet the goals of internationalism in responding to world crises? **30**

**OR**

- (b) Assess the effectiveness of the International Court of Justice and other UN agencies in safeguarding human rights and assisting peacekeeping. **30**

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

- (a) Assess the effectiveness of the African National Congress (ANC) in resisting racism and discrimination in the period up to 1963. **30**

**OR**

- (b) Evaluate the argument that apartheid was dismantled only because democracy was forced upon the South African National Party. **30**

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

- (a) Evaluate the view that the Palestinians were forced to adopt terrorism in the period up to 1979. **30**

**OR**

- (b) Assess the influence of Jewish settlers on Israeli political parties and the peace process in the 1980s and 1990s. **30**

**Please turn over**

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

- (a) Evaluate the view that North Vietnam’s determination to spread communism in Indochina caused the failure of the Geneva Peace Agreement by the 1960s. **30**

**OR**

- (b) To what extent were the Vietcong responsible for the withdrawal of the United States from Vietnam and the eventual defeat of the South Vietnamese forces in the period 1968–1975? **30**

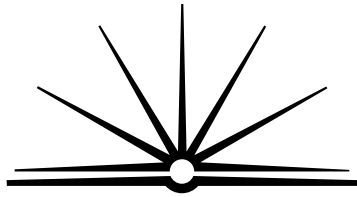
**Question 26 — Option G: Anglo-Irish Relations 1968–1998** (30 marks)

- (a) Evaluate the view that Catholics were justified in their demands for self-determination in Northern Ireland in the 1960s and 1970s. **30**

**OR**

- (b) Assess the significance of political prisoners in the peace process in Northern Ireland in the 1980s and 1990s. **30**

**End of paper**



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# Modern History

## Source Booklet

### **Instructions**

Detach this source booklet

**Source A** Page 2

**Source B** Page 2

**Source C** Page 3

**Source D** Page 3

**Source A**

Table of statistics — The cost of World War I

	<i>USA</i>	<i>France</i>	<i>Britain</i>	<i>Germany</i>
<i>Total population 1914</i>	94 000 000	46 500 000	40 000 000	65 000 000
<i>War casualties as % of armed forces</i>	8.2%	76.3%	35.8%	66%
<i>Total war dead</i>	126 000	1 357 800	908 371	1 773 700
<i>Total wounded</i>	234 300	2 266 000	2 090 212	4 216 058
<i>Gold reserves gain 1914–1918 (£ million)</i>	278	—	—	—
<i>Gold reserves losses 1914–1918 (£ million)</i>	—	25	42	123
<i>Farmland destroyed</i>	0	20 800 square kilometres	Insignificant	Insignificant
<i>Factories destroyed</i>	0	6000	Insignificant	Insignificant

**Source B**

Extract from Louis Snyder's *The First Book of World War I*, 1988



### Source C

President Wilson's speech to Congress introducing his 'Fourteen Points', 8 January 1918

What we demand in this war, therefore, is nothing particular to ourselves. It is that the world be made fit and safe to live in; and particularly that it be made safe for every peace-loving nation which, like our own, wishes to live its own life, determine its own institutions, be assured of justice and fair dealing by other peoples of the world as against force and selfish aggression. All the peoples of the world are in effect partners in this interest, and for our own part we see very clearly that unless justice be done to others it will not be done to us.

Excerpt from President Woodrow Wilson's speech to Congress introducing his 'Fourteen Points', 8 January 1918, (c) Woodrow Wilson House, Washington, D.C.

### Source D

Letter written by a woman to the British newspaper *Labour Leader*, 29 April 1915

#### **Towards a Permanent Peace**

If women desire peace, their desire is at least as respectable as men's desire for war. Of course, we are told that men do not desire war; they, too, it seems, desire peace. What childishness is this? Who makes the wars then? Governments? Governments all consist of men, and who puts the Governments into power, and who keeps them there? If, indeed, men desire peace, they have proved themselves singularly incompetent . . . If we honestly desire peace, we must 'make peace' with all the passion and courage with which we 'make war'. Some of that passion and courage women can supply.

Helena Swanwick, "Towards a Permanent Peace" from *I Have Been Young*, 1935, Victor Gollancz, a division of The Orion Publishing Group.

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