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Centre Number

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Student Number

2008
HIGHER SCHOOL CERTIFICATE
EXAMINATION

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

25 marks

- Attempt Questions 1–3
- Allow about 45 minutes for this section

Section II Pages 7–10

25 marks

- Attempt ONE question from Questions 4–12
- Allow about 45 minutes for this section

Section III Page 11

25 marks

- Attempt BOTH parts of Question 13
- Allow about 45 minutes for this section

Section IV Pages 12–14

25 marks

- Attempt ONE question from Questions 14–20
- Allow about 45 minutes for this section

Section I — World War I 1914–1919

25 marks

Attempt Questions 1–3

Allow about 45 minutes for this section

Answer the questions in the spaces provided.

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

	Marks
Question 1 (5 marks)	
(a) Using Source A:	
(i) Which side suffered the most casualties in the battles of Verdun and the Somme, Germany or the Allies?	1
.....	
(ii) Which country suffered the fewest casualties due to gas between 1916 and 1917?	1
.....	
(b) Using Source B:	
Give THREE effects the improved tanks had on German infantry.	3
.....	
.....	
.....	

Modern History

Section II — National Studies

25 marks

Attempt ONE question from Questions 4–12

Allow about 45 minutes for this section

Answer the 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
-

Question 4 — Option A: Australia 1945–1983 (25 marks) **Marks**

- (a) To what extent did Australia's relations with Asia and the Pacific change in the period 1945–1983? **25**

OR

- (b) Evaluate the view that the 1975 'dismissal' of the Whitlam government was justified. **25**

Question 5 — Option B: China 1927–1949 (25 marks)

- (a) To what extent was the communist victory in China due to the leadership of Mao Zedong in the period 1927–1949? **25**

OR

- (b) Assess the impact of the Northern Expedition in achieving political stability and national unification in China. **25**

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

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 - support your answer with relevant, accurate, historical information
 - use historical terms and concepts appropriately
-

Question 6 — Option C: Germany 1918–1939 (25 marks) **Marks**

- (a) Account for the successes and failures of democracy in Germany in the period 1918–1933. **25**

OR

- (b) To what extent can Nazism in power be seen as totalitarianism in the period 1933–1939? **25**

Question 7 — Option D: India 1919–1947 (25 marks)

- (a) Assess the view that communalism was more important than nationalism in India in the period 1919–1947. **25**

OR

- (b) To what extent was the ‘Quit India’ Movement responsible for the British decision to grant independence? **25**

Question 8 — Option E: Indonesia 1959–1998 (25 marks)

- (a) Assess the impact of nationalism on Indonesia in the period 1959–1998. **25**

OR

- (b) To what extent was the ideology of the New Order based on the *Pancasila*? **25**

Question 9 — Option F: Japan 1904–1937 (25 marks)

- (a) Account for the successes and failures of democracy in Japan in the period 1904–1937. **25**

OR

- (b) To what extent was Japan's emergence as a great power due to its victory in the Russo-Japanese War and its annexation of Korea? **25**

Question 10 — Option G: Russia and the Soviet Union 1917–1941 (25 marks)

- (a) To what extent did leadership conflict and differing visions for the USSR shape the history of the Soviet Union in the period 1917–1941? **25**

OR

- (b) Analyse the purpose and impact of Stalin's Five Year Plans. **25**

Question 11 — Option H: South Africa 1960–1994 (25 marks)

- (a) To what extent did changes in South African society in the period 1960–1994 lead to the collapse of *apartheid*? **25**

OR

- (b) How significant were Bantustans and independent black states in maintaining the South African government's control? **25**

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
-

Marks

Question 12 — Option I: USA 1919–1941 (25 marks)

- (a) Assess the impact of domestic pressures on US foreign policy in the period 1919–1941. **25**

OR

- (b) To what extent did the Great Depression affect social tensions in the USA? **25**

Section III — Personalities in the Twentieth Century

25 marks

Attempt BOTH parts of Question 13

Allow about 45 minutes for this section

Answer the 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 argument with relevant, accurate, historical information
 - use historical terms and concepts appropriately
-

Marks

Answer BOTH parts of this question in relation to ONE of the twentieth-century personalities listed below.

Write the name of the personality you have studied on the front of your writing booklet(s) under your student number.

Question 13 (25 marks)

- (a) Describe the personal background and the historical context of the personality you have studied. **10**
- (b) ‘History is about winners.’ **15**

How accurate is this statement in relation to the personality you have studied?

The personalities prescribed for study are listed below.

1 Yasser Arafat	10 Mohammed Ali Jinnah	19 Leni Riefenstahl
2 Joseph Benedict Chifley	11 Alexandra Kollontai	20 Eleanor Roosevelt
3 Herbert Evatt	12 Douglas MacArthur	21 Albert Speer
4 Mikhail Gorbachev	13 Nelson Mandela	22 Achmad Sukarno
5 Emperor Hirohito	14 Golda Meir	23 Sun Yixian (Sun Yat-sen)
6 Ho Chi Minh	15 Robert Gordon Menzies	24 Leon Trotsky
7 Kita Ikki	16 Bernard Law Montgomery	25 Woodrow Wilson
8 William Randolph Hearst	17 Jawaharlal Nehru	26 Isoruku Yamamoto
9 J Edgar Hoover	18 Ian Paisley	27 Zhu De (Chu Teh)

Section IV — International Studies in Peace and Conflict

25 marks

Attempt ONE question from Questions 14–20

Allow about 45 minutes for this section

Answer the 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 argument with relevant, accurate, historical information
 - use historical terms and concepts appropriately
-

Question 14 — Option A: Anglo-Irish Relations 1968–1998 (25 marks) **Marks**

- (a) Evaluate the impact of attempts at peacemaking in the Anglo-Irish conflict in the period 1968–1998. **25**

OR

- (b) Assess the view that the Maze Prison protests were the turning point in the conflict in Northern Ireland. **25**

Question 15 — Option B: Conflict in Europe 1935–1945 (25 marks)

- (a) Evaluate the view that the air war determined the outcome of the European War. **25**

OR

- (b) Assess the significance of the Nazi-Soviet Non-Aggression Pact to the outbreak of war in 1939. **25**

Question 16 — Option C: Conflict in Indochina 1954–1979 (25 marks)

- (a) To what extent was US involvement responsible for the ongoing conflict in Indochina in the period 1954–1979? **25**

OR

- (b) Evaluate the view that the impact of war on civilians in Indochina was responsible for communist victory in the period 1968–1979. **25**

Question 17 — Option D: Conflict in the Pacific 1937–1951 (25 marks)

- (a) Assess the impact of strategies used by the Japanese and the Allies in the Pacific in the period 1937–1951. **25**

OR

- (b) Evaluate the view that maintaining the status of the Emperor was responsible for the success of the Allied Occupation of Japan to 1951. **25**

Question 18 — Option E: Arab–Israeli Conflict 1948–1996 (25 marks)

- (a) To what extent did the attempts at peacemaking shape the Arab-Israeli conflict in the period 1948–1996? **25**

OR

- (b) Assess the impact of the Israeli invasions of Lebanon in 1978 and 1982 on the development of the Arab-Israeli conflict. **25**

Please turn over

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

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

Question 19 — Option F: The Cold War 1945–1991 (25 marks) **Marks**

- (a) To what extent did the ideologies of communism and capitalism influence the Cold War in the period 1945–1991? **25**

OR

- (b) Assess the consequences of détente for the Cold War. **25**

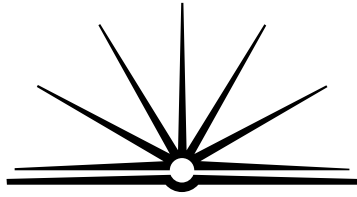
Question 20 — Option G: The United Nations as Peacekeeper 1946–2001 (25 marks)

- (a) To what extent did Third World countries and changing membership affect the nature and role of the United Nations in the period 1946–2001? **25**

OR

- (b) Evaluate the effectiveness of the United Nations and its agencies in dealing with poverty, racism, refugees and AIDS. **25**

End of paper



BOARD OF STUDIES
NEW SOUTH WALES

2008

**HIGHER SCHOOL CERTIFICATE
EXAMINATION**

Modern History

Source Booklet

Instructions

Detach this source booklet

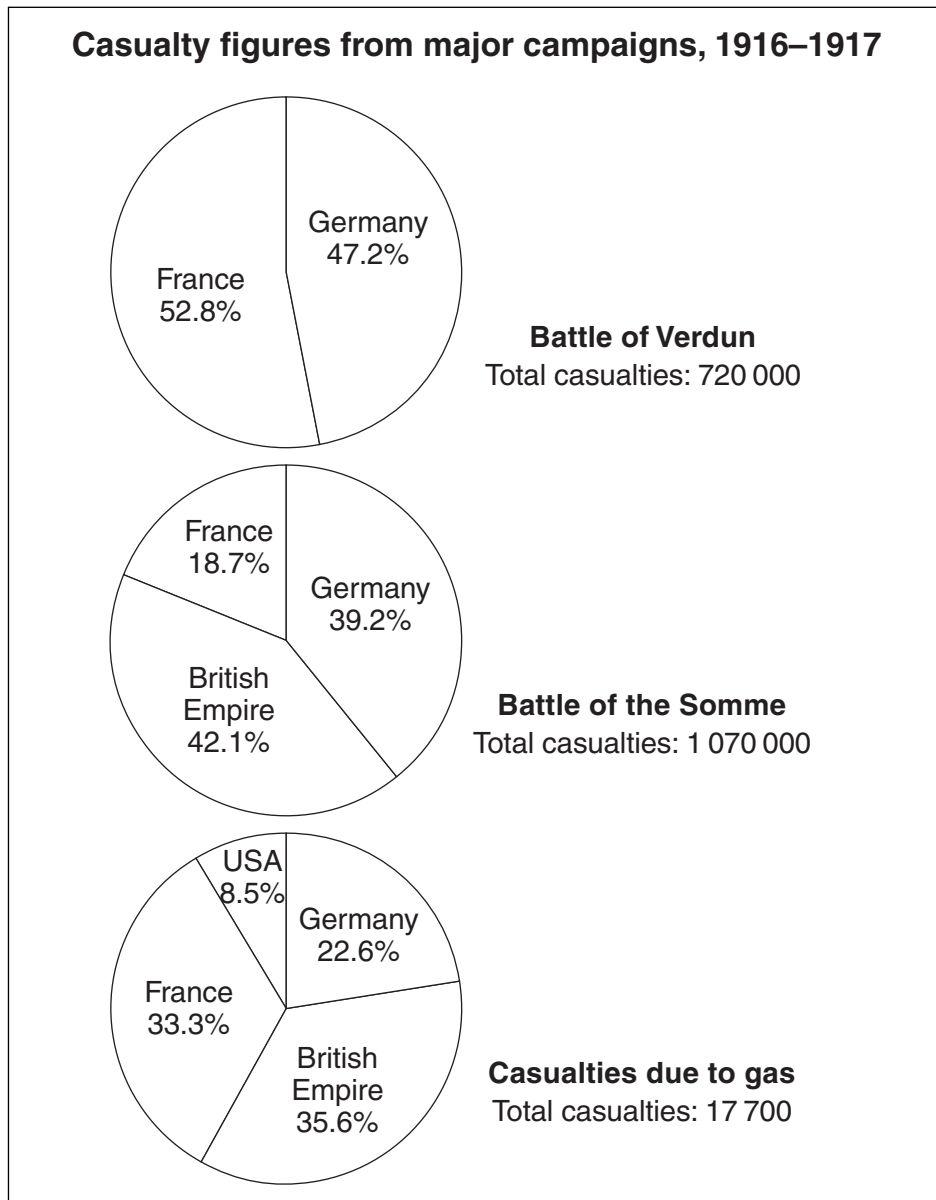
Source A Page 2

Source B Page 2

Source C Page 3

Source D Page 3

Source A



© Mark McAndrew, David Thomas, Philip Cummins, *The Great War 1914-1919*, Third Edition, 2005, Cambridge University Press, reproduced with permission

Source B

Field Marshal Von Hindenburg, *Out of My Life*, 1920

The English attack at Cambrai for the first time revealed the possibilities of a great surprise attack with tanks. We had had previous experience of this weapon in the spring offensive, when it had not made any particular impression. However, the fact that the tanks had now been raised to such a pitch of technical perfection that they could cross our undamaged trenches and obstacles did not fail to have a marked effect on our troops. The physical effects of fire from machine-guns and light ordnance with which the steel Colossus was provided were far less destructive than the moral effect* of its comparative invulnerability. The infantryman felt that he could do practically nothing against its armoured sides. As soon as the machine broke through our trenchlines, the defender felt himself threatened . . . and left his post.

* moral effect — *effect on morale*

Field Marshal Von Hindenburg, Out of My Life, 1920, The Great War, D Stewart, J Fitzgerald, A Pickard, Thomas Nelson Australia, 1995, reproduced with permission

Source C

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Source D

An account given to a *Times* reporter by the Portuguese Ambassador to Berlin, Sidonio Pais, immediately after his departure from the city on 9 March 1916. *Times History and Encyclopedia of the War*, August 1916.

The German people are feeling the pinch of war. The lack of butter, bread and other necessary commodities is severely felt. But the people are far too disciplined to do more than grumble, for a long time to come. The result of the war is not in doubt, but the Allies must be prepared for a protracted and sullen resistance on the part of Germany, and ought not to underestimate the difficulty of wearing down the spirit of a people which, after all, is profoundly patriotic and schooled to accept with fatalistic resignation the decisions of its Government.

The word 'fatalism' best expresses the mood of Germany today. Warlike enthusiasm has gone. Hope of a sweeping victory has departed, but nothing justifies the supposition that the German masses are likely to revolt against the authorities for many a long day. The Allies must, therefore, redouble their efforts to render the blockade increasingly stringent, and make up their minds to the fact that, although half beaten, Germany is far from recognising in practice the hopelessness of her plight.

Times History and Encyclopaedia of the War, Volume 9, August 1916, The Great War, D Stewart, J Fitzgerald & A Pickard, 2nd ed, Thomas Nelson Australia, 1995, reproduced with permission

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