



2016
Form V Annual Examination
Modern History

Date: 30 August 2016 8.40am

General Instructions

- Working Time – 2 hours
- Write using black pen.
- Write your name and master's initials on the top of each page.
- History masters: Dr Glozier (MRG); Mr Johnston (CAJ); Mr Mundy (PGM)

Total marks – 65

Structure of Paper + Instructions

Answer Sections I, II and III.

Complete Section I on the ruled sheets on the examination paper.

Answer sections II and III in separate writing booklets.

CHECKLIST
Each boy should have the following:
Question Paper
Two writing booklets

Section I: The World at the Beginning of the Twentieth Century

25 marks

Part A – 15 marks

Attempt Questions 1–7

Allow about 25 minutes for this part

Name/ Master's Initials

For multiple-choice questions, fill in the response oval next to the alternative that best answers the question.

For other questions, answer in the spaces provided. These spaces provide guidance for the expected length of response.

Refer to the sources at the end of the examination to answer the questions. The source booklet may be detached for ease of reference.

- 1) According to Source *A*, Rhodes wanted to 1
- (A) hunt throughout Africa.
 - (B) lease rail lines to the Germans in East Africa.
 - (C) link British colonies along the eastern side of Africa.
 - (D) wanted to seize the east coast of Africa from the French.
- 2) Which of the following statements best summarises the main point in Source *B*? 1
- (A) Ferry claims that the Spanish are a role model for imperial powers.
 - (B) Ferry asserts that the French navy is so powerful it does not need colonies.
 - (C) Ferry justifies French imperialism on the basis that it is humanitarian.
 - (D) Ferry argues that the conquest of Africa will improve France's position in the slave trade.
- 3) Sources *A* and *B* both suggest which of the following? 1
- (A) Europeans have no right to conquer Africa.
 - (B) Colonialism is justified on the basis of race.
 - (C) Colonialism brings progress to conquered areas.
 - (D) Europeans have a duty to let their colonies become independent.

4) Using Source *B*, note two justifications for imperialism that the source gives. (2 marks)

5) A historian might question Source *C* because **1**

- (A) Bismarck was critical of the Kaiser's foreign policy at this point.
- (B) Bismarck is trying to lull other powers into a false sense of security.
- (C) Bismarck is trying to recruit students into the German foreign service.
- (D) Bismarck was actively preparing for German expansion into eastern Europe.

6) Source *D* suggests that **1**

- (A) the German people honour peace above all else.
- (B) the German people have no real connection to a heartland.
- (C) the Rhine was critical to German efforts to secure land in the East.
- (D) the Rhine is an important boundary between Germany and France.

Section I (continued)

Part B – 10 Marks
Attempt Question 8
Allow about 20 minutes for this part

_____ **Name/ Master's Initials**

Answer the question in the space provided. This space provides guidance for the expected length of response.



Question 8 (10 marks)

Assess the usefulness of Source *C* and Source *D* for a historian studying the effects of the unification of Germany on Europe.

In your answer consider the perspectives provided by the TWO sources and the reliability of each one.

More space overleaf

Section II: The World at the Beginning of the Twentieth Century

15 Marks

Attempt Question 9

Allow about 30 minutes for this section

Answer this section in a writing booklet. Make sure you write your name on the writing booklet.

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

- demonstrate historical knowledge and understanding relevant to the question
 - communicate ideas and information using historical terms and concepts appropriately
 - present a sustained, logical and cohesive response
-

Please note that this is an extended response that should take no more than 30 minutes.

9) Explain the significance of the European alliance system by 1907.

Section III: Origins of the First World War

25 marks

Attempt ONE question from Questions 10-11

Allow about 45 minutes for this section

Answer this section in a SEPARATE writing booklet. Make sure you write your name on the writing booklet.

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

- demonstrate historical knowledge and understanding relevant to the question
 - communicate ideas and information using historical terms and concepts appropriately
 - present a sustained, logical and cohesive response
-

10) To what extent was the threat of German militarism the cause of the First World War?

OR

11) Evaluate the view that the European nations slid into war in 1914.

End of Examination.

SYDNEY GRAMMAR SCHOOL



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Source Booklet

Instructions:

- This booklet must be handed in with the rest of the examination.

Source A:

The Rhodes Colossus: Caricature of Cecil John Rhodes, after he announced plans for a telegraph line and railroad from Cape Town to Cairo. December 1892, in British magazine *Punch*.



Source B:

“On French Colonial Expansion” a speech before the French Chamber of Deputies, March 28, 1884, by Jules Ferry: Ferry was twice prime minister of France.

Gentlemen, we must speak more loudly and more honestly! We must say openly that indeed the higher races have a right over the lower races . . . I repeat, that the superior races have a right because they have a duty. They have the duty to civilize the inferior races . . . In the history of earlier centuries these duties, gentlemen, have often been misunderstood; and certainly when the Spanish soldiers and explorers introduced slavery into Central America, they did not fulfill their duty as men of a higher race. . . . But, in our time, I maintain that European nations acquit themselves with generosity, with grandeur, and with sincerity of this superior civilizing duty.

I say that French colonial policy, the policy of colonial expansion, the policy that has taken us under the Empire [the Second Empire, of Napoleon III], to Saigon, to Indochina [Vietnam], that has led us to Tunisia, to Madagascar-I say that this policy of colonial expansion was inspired by... the fact that a navy such as ours cannot do without safe harbors, defenses, supply centres on the high seas . . . Are you unaware of this? Look at a map of the world.

Source C:

Extract from Otto von Bismarck’s speech to a delegation of university students on his 80th birthday, April 1, 1895

We had to win our national independence in difficult wars. The preparation, the prologue, was the Holstein war. We had to fight with Austria for a settlement; no court of law could have given a decree of separation; we had to fight. That we were facing a French war after our victory at Sadowa* could not remain in doubt for anyone who knew the conditions of Europe. . . . After the war had been waged everybody here was saying that within five years we should have to wage the next war. This was to be feared it is true, but I have ever since considered it to be my duty to prevent it. We Germans had no longer any reason for war. We had what we needed. To fight for more, from a lust of conquest and for the annexation of countries which were not necessary for us always appeared to me like an atrocity;

* decisive Prussian victory in the Austro-Prussian War

Source *D*: Max Schneckenburger: *The Watch on The Rhine*, 1870, a song favoured by German troops in 1870.

A VOICE resounds like thunder-peal,
'Mid dashing waves and clang of steel:
The Rhine, the Rhine, the German Rhine!
Who guards to-day my stream divine?
Chorus: Dear Fatherland, no danger thine;
Firm stand thy sons to watch the Rhine!

They stand, a hundred thousand strong,
Quick to avenge their country's wrong;
With filial love their bosoms swell,
They'll guard the sacred landmark well!
Chorus: Dear Fatherland, no danger thine;
Firm stand thy sons to watch the Rhine!

The dead of an heroic race
From heaven look down and meet this gaze;
He swears with dauntless heart, "O Rhine,
Be German as this breast of mine!"
Chorus: Dear Fatherland, no danger thine;
Firm stand thy sons to watch the Rhine!

While flows one drop of German blood,
Or sword remains to guard thy flood,
While rifle rests in patriot hand,
No foe shall tread thy sacred strand!
Chorus: Dear Fatherland, no danger thine;
Firm stand thy sons to watch the Rhine!

Our oath resounds, the river flows,
In golden light our banner glows;
Our hearts will guard thy stream divine:
The Rhine, the Rhine, the German Rhine!
Chorus: Dear Fatherland, no danger thine;
Firm stand thy sons to watch the Rhine!

End of Source Booklet.

Source A: By Edward Linley Sambourne (1844–1910) - Punch and Exploring History 1400-1900: An anthology of primary sources, p. 401 by Rachel C. Gibbons, Public Domain, <https://commons.wikimedia.org/w/index.php?curid=1765203>

Source B: <http://sourcebooks.fordham.edu/mod/1884ferry.asp>

Source C: <https://kquazza.files.wordpress.com/2012/11/blood-and-iron-nationalist-speech.pdf>

Source D: <http://sourcebooks.fordham.edu/Halsall/mod/1870wachtrhein.asp>