



TRIAL HIGHER SCHOOL CERTIFICATE  
2010

# MODERN HISTORY

## General Instructions

- Reading time – 5 minutes
- Working time – 3 hours
- Write using a black or blue pen
- A SEPARATE Source Booklet is provided
- Write your student number at the top of this page
- Answer Section I on the examination paper
- Answer Sections II, III and IV in separate 8 page booklets

## Total marks – 100

### Section I 25 marks

This section has two parts, Part A and Part B

- Allow about 45 minutes for this section

### Section II 25 marks

- Attempt ONE question from this section
- Allow about 45 minutes for this section

### Section III 25 marks

- Attempt BOTH parts of the question
- Allow about 45 minutes for this section

### Section IV 25 marks

- Attempt ONE question from this section
- Allow about 45 minutes for this section

**Section I – World War I 1914-1919**  
**25 marks**

**Part A- 15 marks**

**Attempt Questions 1-9**

**Allow about 25 minutes for this part**

For multiple-choice questions, fill in the response circle 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.

The sources are located in the separate Source Booklet

- |  | <b>Marks</b> |
|--|--------------|
| 1. Haig, referred to in Source A, was:   | <b>1</b>     |
| <input type="radio"/> (A) British Commander on the Western Front from 1915-1918.   |              |
| <input type="radio"/> (B) British Prime Minister during World War I.   |              |
| <input type="radio"/> (C) Commander of cavalry at the Battle of the Somme.   |              |
| <input type="radio"/> (D) Allied Commander in Chief in 1918.   |              |
| 2. Which of the following can be concluded from Source A?  | <b>1</b>     |
| <input type="radio"/> (A) Haig was a poor strategist because he failed to adopt modern weapons.  |              |
| <input type="radio"/> (B) Haig failed to understand the need to concentrate artillery fire in order to destroy enemy machine guns and artillery. |              |
| <input type="radio"/> (C) The British cavalry was wiped out on the first day of the Somme.   |              |
| <input type="radio"/> (D) Haig saw himself as a legendary figure like Napoleon.  |              |
| 3. Which statement about Source B is most accurate?  | <b>1</b>     |
| <input type="radio"/> (A) Its intention is to describe the Battle of Arras.  |              |
| <input type="radio"/> (B) Its tone is cheerful and humorous.   |              |
| <input type="radio"/> (C) Its intention is to document the incompetence of general staff officers.   |              |
| <input type="radio"/> (D) Its tone is ironic and bitter.   |              |

4. What information about Source B would be *most significant* for a historian evaluating its reliability in providing evidence about attitudes and feelings? **1**
- (A) It is a poem.
- (B) It was written in 1917.
- (C) The author has a German first name.
- (D) The author was a junior officer who served on the Western Front.
5. Which TWO of the following statements about Source C are most accurate? **1**
- i Source C is unreliable because C1 and C2 show contradictory attitudes.  
ii Source C is useful because it shows that individuals had differing responses.  
iii C1 balances emotion with description and analysis.  
iv C2 balances emotion with description and analysis.
- (A) i and iii
- (B) i and iv
- (C) ii and iii
- (D) ii and iv
6. Explain how Source C1 could be used as evidence to support the interpretation given in Source A. **2**
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
7. Source D is most useful for showing which aspect of the Western Front? **1**
- (A) A sap.
- (B) A salient.
- (C) The front line.
- (D) The effects of artillery bombardment.



# 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)

- (a) The Liberal and Labor parties had different visions for post-war Australia. Explain the impact of these different visions on Australia up to the end of the Menzies era. **25**

OR

- (b) Assess the impact on Australia of the major social and economic changes during the Whitlam and Fraser governments. **25**

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

- (a) To what extent was the Long March important in the rise and consolidation of Maoism? **25**

OR

- (b) The Guomintang (GMD/Kuomintang) and the Chinese Communist Party (CCP) had different strategies towards the Japanese invasion. Evaluate the view that this led to the Communist victory in China in 1949. **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

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

- (a) To what extent did weaknesses in the Weimar Republic account for the growth and rise to power of the Nazi Party to 1933? **25**

OR

- (b) Assess the impact of Nazi propaganda, terror and repression on the German people from 1933 to 1939. **25**

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

- (a) Assess the role of Gandhi in changing the nature of British imperialism in India. **25**

OR

- (b) To what extent were differing views of democracy responsible for the partition of India in 1947? **25**

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

- (a) Assess the impact of Indonesia's foreign policy on domestic politics from 1959 to 1965. **25**

OR

- (b) Evaluate the role and influence of the army in the successes and failures of the New Order in Indonesia. **25**

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

- (a) To what extent did traditional Japanese power and authority structures affect democracy in Japan in the 1920s and 1930s? **25**

**OR**

- (b) Evaluate the significance of militarism in the development of Japanese foreign policy in the 1930s. **25**

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

- (a) In what ways did political developments in Russia/ the Soviet Union between 1917 and 1934 create changes in society? **25**

**OR**

- (b) Explain Stalin's role in the Soviet state in the period 1917 to 1941 **25**

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

- (a) How important were Steven Biko and the Black Consciousness Movement in the growth of national resistance to *apartheid*? **25**

**OR**

- (b) To what extent were international factors important in the final collapse of *apartheid*? **25**

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

- (a) Account for growing social tensions in US society during the 1920s. **25**

**OR**

- (b) To what extent did the New Deal solve the social and economic problems created by the Great Depression 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

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 rise to prominence of the personality you have studied. **10**
- (b) 'A person's role in history is largely influenced by his/her background.' **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)

- (a) To what extent were paramilitary groups responsible for prolonging the conflict in Northern Ireland between 1968 and 1998? **25**

OR

- (b) Assess the roles of Britain and the Irish Republic in securing peace in Northern Ireland after 1985. **25**

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

- (a) To what extent was the policy of appeasement responsible for the outbreak of war in Europe in 1939? **25**

OR

- (b) Assess the significance of the conflict in North Africa to Allied victory in the European War. **25**

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

- (a) Assess the importance of the Geneva Peace Agreement to developments within North and South Vietnam to 1964. **25**

OR

- (b) To what extent were the anti-war movements in the United States responsible for communist victory in the Second Indochina War? **25**

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

- (a) Assess the impact of US and British policies on Japanese imperialism between 1937 and 1941 **25**

OR

- (b) Assess the strategic and political reasons for bombing Pearl Harbour **25**

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

- (a) Assess the consequences of the 1967 (Six Day) War for Arab–Israeli relations. **25**

OR

- (b) Account for changes in the aims and methods of the Palestinian Liberation Organisation in the Arab–Israeli conflict between 1964 and 1996. **25**

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

- (a) To what extent were emerging differences between the superpowers responsible for the origins of the Cold War to 1949? **25**

**OR**

- (b) Assess the role of the arms race in maintaining Cold War tensions after 1949. **25**

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

- (a) Assess the effectiveness of the United Nations as a peacekeeper during the 1960s and 1970s. Support your answer with reference to any TWO areas of peacekeeping from that period. **25**

**OR**

- (b) To what extent was the effectiveness of the United Nations restricted by Cold War tensions? **25**

**End of paper**

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