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Student Number

2010

**Trial Higher School Certificate
Examination**

Modern History

General Instructions

- Reading time – 5 minutes
- Working time – 3 hours.
- Write using blue or black pen only
- A separate source booklet is provided

**This paper MUST NOT be removed
from the examination room.**

Number of students in course: 56

Total marks – 100

Section I

25 marks

This section has two parts, Part A and Part B

- Allow about 45 minutes for this section
- Answer in the spaces provided

Part A – 15 marks

- Attempt Questions 1-8

Part B – 10 marks

- Attempt Question 9

Section II

25 marks

- Attempt ONE question from Questions 10-18
- Allow about 45 minutes for this section
- Answer this question in a separate answer booklet

Section III

25 marks

- Attempt BOTH parts of Question 19
- Allow about 45 minutes for this section
- Answer this question in a separate answer booklet

Section IV

25 marks

- Attempt ONE question from Questions 20-26
- Allow about 45 minutes for this section
- Answer this question in a separate answer booklet

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Part A – 15 marks

Attempt Questions 1-8

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.

1. What can be concluded about recruitment in Germany from Source *A*? 1
- (A) Germany needed to introduce conscription in 1914
 - (B) The attitude of the German home front was supportive of the war in 1914
 - (C) Both Germany and Britain were struggling for volunteers after the battle of the Somme
 - (D) The German home front had withdrawn its support for the war by 1915
2. Which of the following statements can be concluded from Source *B*? 1
- (A) Enthusiasm for the war began to change with the realization that the war was not over by Christmas 1914
 - (B) Attitudes towards the war only began to change after the Battle of the Somme
 - (C) British attitudes towards recruitment changed as a result of the introduction of conscription by Parliament in 1915
 - (D) British civilians and soldiers blamed the generals for the dreadful losses on the Somme
3. Which TWO of the following statements represent the views expressed in Source *C*? 1
- i. The troops that the US sent across the Atlantic secured an Allied victory
 - ii. The actual military contribution of the US to the fighting was minimal
 - iii. The potential that the US offered gave the Allies an advantage
 - iv. It was because of the success of the American troops at Meuse Argonne that Germany decided to surrender
- (A) i and iii
 - (B) ii and iii
 - (C) i and iv
 - (D) iii and iv

4. Briefly outline the changing attitudes of Allied and German soldiers to the war over time.

Use your own knowledge and Sources *A* and *B* to answer this question. 4

5. Source *D* indicates that 1

- (A) All historians agree that Russia’s withdrawal from the war was more important than America’s entry to Allied victory
- (B) Historians agree that the German railway system efficiently transferred all troops from the Eastern Front to the Western Front
- (C) Historians disagree about the impact of the transferred German troops following Russia’s withdrawal from the war
- (D) Historians agree that the withdrawal of Russia from the war had no impact on the final outcome

6. Explain why in 1917 America's entry was more significant than Russia's withdrawal to the outcome of World War I.

Use your own knowledge and Sources *C* and *D* to answer this question.

5

7. Which of the following statements best reflects the views in Source *E* about the use of propaganda to gain the support of neutral countries?

1

- (A) The Germans used more advanced methods of propaganda than the British
- (B) The Germans did not need propaganda as they already had conscription
- (C) Britain was more efficient than Germany at using propaganda
- (D) Britain and Germany were equally efficient at using propaganda

8. Source *F* is an example of

1

- (A) German propaganda aimed at gaining support from their home front
- (B) US propaganda aimed at recruiting troops in order to enter the war
- (C) British censorship designed to hide the truth about the horrors of war
- (D) British propaganda playing on German unrestricted submarine warfare

Modern History

Section II - National Studies

25 marks

Attempt ONE Question from Questions 10 to 18

Allow about 45 minutes for this question

Answer this 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 10 – Option A: Australia 1945-1983 (25 marks)

- (a) Explain how Australia's anti-communist attitude impacted upon its relationship with South East Asia by 1972.

OR

- (b) Assess the extent to which the Vietnam war was responsible for the change in the conservative nature of government policies between 1949 and 1972.

Question 11 – Option B: China 1927-1949 (25 marks)

- (a) Explain how the limitations of the Nationalist Government ultimately contributed to the communist victory.

OR

- (b) To what extent did Chinese Communist Party (CCP) ideology contribute to the nature and impact of communism on Chinese society?

Question 12 – Option C: Germany 1918-1939 (25 marks)

- (a) To what extent did the Treaty of Versailles contribute to the failure of democracy by 1933?

OR

- (b) Assess the impact of Nazism on German society by 1939.

Question 13 – Option D: India 1919-1947 (25 marks)

- (a) Assess the impact of changing British imperialist policies on the road to Independence in India.

OR

- (b) Assess the nature and impact of *satyagraha* on the development of Indian nationalism.

Question 14 – Option E: Indonesia 1959-1998 (25 marks)

- (a) How significant was the issue of communism to the 1965 coup?

OR

- (b) Explain the reasons for the failure of Suharto's New Order by 1968.

Question 15 – Option F: Japan 1904-1937 (25 marks)

- (a) Explain how the tensions between tradition and modernization led to changes in Japanese society in the 1930s.

OR

- (b) Assess the impact of the *genro* and the army to party politics in the 1920s.

Question 16 – Option G: Russia and the Soviet Union 1917-1941 (25 marks)

(a) To what extent did the Civil War impact on the nature of communism in the 1920s?

OR

(b) Assess the impact of Stalinism on Russian society between 1928 and 1941.

Question 17 – Option H: South Africa 1960-1994 (25 marks)

(a) Assess the significance of the tactics of repression in maintaining apartheid to 1994.

OR

(b) To what extent did economic factors contribute to the end of apartheid?

Question 18 – Option I: USA 1919-1941 (25 marks)

(a) To what extent was the Great Depression a result of Republican economic policies?

OR

(b) To what extent can US foreign policy be regarded as isolationist in the period 1919-1941?

Section III – Personalities in the Twentieth Century (Douglas MacArthur)

25 marks

Attempt BOTH parts of Question 6

Allow about 45 minutes for this question

Answer both parts of this question in the same 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
-

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 19 (10 marks)

- (a) Outline the life of the Twentieth Century personality you have studied.
- (b) The significance of a personality depends on the impact he/she had on the period in which he/she lived.

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 | 18. Ian Paisley |
| 2. Joseph Benedict Chifley | Jinnah | 19. Leni Riefenstahl |
| 3. Herbert Evatt | 11. Alexandra Kollontai | 20. Eleanor Roosevelt |
| 4. Mikhail Gorbachev | 12. Douglas MacArthur | 21. Albert Speer |
| 5. Emperor Hirohito | 13. Nelson Mandela | 22. Achmad Sukarno |
| 6. Ho Chi Minh | 14. Golda Meir | 23. Sun Yixian (Sun Yat-sen) |
| 7. Kita Ikki | 15. Robert Gordon Menzies | 24. Leon Trotsky |
| 8. William Randolph Hearst | 16. Bernard Law Montgomery | 25. Woodrow Wilson |
| 9. J Edgar Hoover | 17. Jawaharlal Nehru | 26. Isoruku Yamamoto |
| | | 27. Zhu De (Chu The) |
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Section IV – International Studies in Peace and Conflict (Conflict in the Pacific 1937-1951)

25 marks

Attempt ONE question from Questions 20-26

Allow about 45 minutes for this question

Answer this 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 20 – Option A: Anglo-Irish Relations 1968-1998 (25 marks)

- (a) Evaluate the impact of the conflict in Northern Ireland on the civilian population between 1968 and 1998.

OR

- (b) Evaluate the impact of Direct Rule on Anglo Irish relations from 1972-1994.

Question 21 – Option B: Conflict in Europe 1935-1945 (25 marks)

- (a) Assess the impact of World War II on civilians in Britain and Germany.

OR

- (b) To what extent was 'D' Day and the liberation of France responsible for the final defeat of Germany in 1945?

Question 22 – Option C: Conflict in Indochina 1954-1979 (25 marks)

(a) Discuss the impact of American foreign policy on Indochina by 1979

OR

(b) Explain why the Khmer Rouge became such a significant force in Cambodia by 1979.

Question 23 – Option D: Conflict in the Pacific 1937-1951 (25 marks)

(a) Assess the impact of the Pacific War on the home fronts of Japan and Australia.

OR

(b) Account for the defeat of Japan in 1945 despite its dominant strategic position in 1942.

Question 24 – Option E: The Arab-Israeli Conflict 1948-1996 (25 marks)

(a) Assess the regional and global impact of the Arab and Israeli peace initiatives from the 1970s to the 1990s.

OR

(b) Assess the role of the superpowers in intensifying the Arab-Israeli conflict in the period 1948 to 1973..

Question 25 – Option F: The Cold War 1945-1991 (25 marks)

- (a) Assess the significance of ‘superpower’ rivalry in creating international tension in the period 1945-1962.

OR

- (b) To what extent was capitalism responsible for the policies and strategies of the USSR in the period 1945 to 1953

Question 26 – Option E: The United Nations as Peacekeeper 1946-2001 (25 marks)

- (a) To what extent did the United Nations have an international approach to peacekeeping during the Cold War period 1946-1991?.

OR

- (b) Assess the impact of Third World countries on the role of the United Nations in diplomacy and peacekeeping from the 1960s.

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Modern History
Source Booklet

Source A

German recruits on their way to enlist in the German Army, 1914



Source B

Dennett, B. and Dixon, S., *Key Features of Modern History*, 2005

Initial enthusiasm for the war evaporated during 1915, as shown in the drop in voluntary recruitment in England for that year. As the worst aspects of trench life began to impose on the soldiers, despair replaced enthusiasm. This feeling was accentuated after the dreadful losses on the Somme in 1916, in which Kitchener's new army was virtually wiped out.

Source C

Extract from Kennedy, David: American Troops in the Trenches:

http://www.pbs.org/greatwar/historian/hist_kennedy_03_troops.html

“The actual military contribution of the United States to the fighting in the end of the conflict was absolutely minimal. In so far as the presence of America made a difference in Germany’s decision to surrender, it was not because of success on the battlefield at Meusse Argonne, or anywhere else for that matter. It was because the entrance of America into the war, and its demonstrated capacity to move its army across the Atlantic in huge numbers, now faced the Germans with the prospect of a virtual endless, limitless supply of reinforcements that could be brought to the Allied side.”

Source D

Brendon, Vyuyen: *The First World War 1914-1918*. Access to History, Hodder Murray, 2007, p.96

Above all the cessation in the east allowed Ludendorff immediately to transfer troops and weapons to the Western Front by means of Germany’s efficient railway system. Historians disagree about how many troops were transferred. Keegan refers to 50 ‘not indifferent’ infantry divisions (over one and a half million soldiers). Other historians stress that thousands of men deserted during the journey where railway stations ‘became the focus for political agitation and subversion’ and that ‘Ludendorff’s megalomania* required that one million troops remain in Russia to enforce the peace and to exploit its resources’.

*delusions of greatness

Source E

Haste, C: *Keep the Home Fires Burning. Propaganda in the First World War*. London: Rogers, Coleridge and White 1979 p39 in Ringer, R.E. 2 Unit Modern History, Permagon 1991

German propaganda to neutrals was, in general, less efficient than British. The Germans were not so effective at simplifying the issues of the war into right against wrong, and failed to establish any coordinated machine of propaganda. They were also put to particular disadvantage when, on 15th August 1914, the Allies cut the transatlantic cable, thus cutting off Germany’s main line of communication to America. Germany’s main propaganda effort was through press conferences organized by the army and a press service which reported military operations and was responsible for censorship and control of information from the front. Like Britain, Germany failed to realize that in a long war enthusiasm for fighting would wane, but she failed to seize the initiative, not only in counteracting Allied propaganda to neutrals about German war guilt, but also in exploiting in the simplest terms, using simple images, those events which could denigrate* the enemy.

*Put down

Source *F*

British Government Poster, Great Britain, 1915

