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**Student Number**

**2011**

**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: 68**

**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

**Disclaimer:** Every effort has been made to prepare this ‘Trial’ HSC examination in accordance with the Board of Studies documents. No guarantee or warranty is made or implied that these ‘Trial’ examination papers mirror in every aspect the actual HSC examination paper. These papers do not constitute ‘advice’ nor can they be construed as authoritative interpretations of Board of Studies intentions. We accept no liability for any reliance, use or purpose related to these ‘Trial’ question papers. Advice on HSC examination issues is only to be obtained from the NSW Board of Studies.

**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.

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- 1 What can be concluded about the role of *British women* at the Western Front from Source A? 1
- (A) Their role was confined strictly to nursing.
- (B) They had a wide variety of important non-combat roles.
- (C) They built trenches at the frontline.
- (D) Only a few thousand women chose to help on the Front.
- 
2. Using the table in Source B; which statement best describes the position of *working women*? 1
- (A) Domestic service continued to grow as an occupation during the war
- (B) More women than men worked in professional occupations during the war
- (C) Agriculture was the least popular occupation for women during the war
- (D) Industry continued to employ the greatest number of women during the war





7 Which of the following statements best reflects the conclusions in Source *E* about the ineffectiveness of German propaganda? 1

- (A) It was hindered by the destruction of the Atlantic Cable.
- (B) It failed to establish the difference between right and wrong.
- (C) It was unable to capitalize on opportunities to put down the enemy.
- (D) It lacked a coordinating body to establish a successful propaganda machine.

8. What principle reaction is Source F trying to encourage in the people reading it? 1

- (A) To invoke sympathy for those killed
- (B) To promote hatred of the enemy
- (C) To encourage young men to enlist
- (D) To encourage opposition to German strategies





## 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.

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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
- 

### 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) Assess the influence of isolationism on American foreign policy in the period from 1919 - 1941

**OR**

(b) To what extent was racism the reason for social tension in American society from 1919 – 1941.

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

25 marks

Attempt BOTH parts of Question 19

Allow about 45 minutes for this question

Answer both parts of this question in the same 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
- 

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 (25 marks)

(a) Outline the life of the Twentieth Century personality you have studied. **10**

(b) *'Opportunism rather than idealism characterizes the careers of great figures in history.'*

How accurate is this statement in relation to the personality you have studied? **15**

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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. Isoroku 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.

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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
- 

### **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 strategies used by the Allies in the Pacific in the period 1937–1951.

**OR**

- (b) Assess the impact of Japanese imperialism on Asian peoples in occupied territories from the attack on China in 1937 to 1945.

**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.

**End of paper**



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Source Booklet

### Source A

An extract from *Life on all fronts: Women in the First World War*, by Gill Thomas, published in 1989

Throughout the war, more than 25,000 British women went to work at the Front. Few women had had the chance to go abroad before the war...As well as nursing the wounded, women drove ambulances, ran soup kitchens, put on shows and plays for soldiers, and worked as cooks, clerks and telephonists in army bases...  
...Some women had opposed the war since August 1914, seeing it as a war between governments, and not a war between ordinary people. Others condemned it because companies and individuals were using the war to make vast 'war profits', and exploit working people.

### Source B

Table showing the number of women in paid work in Britain in 1914 and 1918, based on a report from the *War Cabinet Committee on Women in Industry, 1919*

	<b>July 1914</b>	<b>July 1918</b>	<b>Increase (%)</b>
Self-employed and employers	430,000	470,000	9
Industry (including munitions)	2,178,600	2,970,600	36
Domestic service	1,658,000	1,258,000	-24
Commerce	505,500	934,500	85
National and local government	262,200	460,200	76
Agriculture	190,000	228,000	20
Hotels, public houses and theatre	181,000	220,000	22
Transport	18,200	117,200	544
Others (professional, home-workers, etc)	542,000	652,000	20



**Source C**

**Extract from Kennedy, David: American Troops in the Trenches:  
[http://www.pbs.org/greatwar/historian/hist\\_kennedy\\_03\\_troops.html](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 the 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’.

### 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

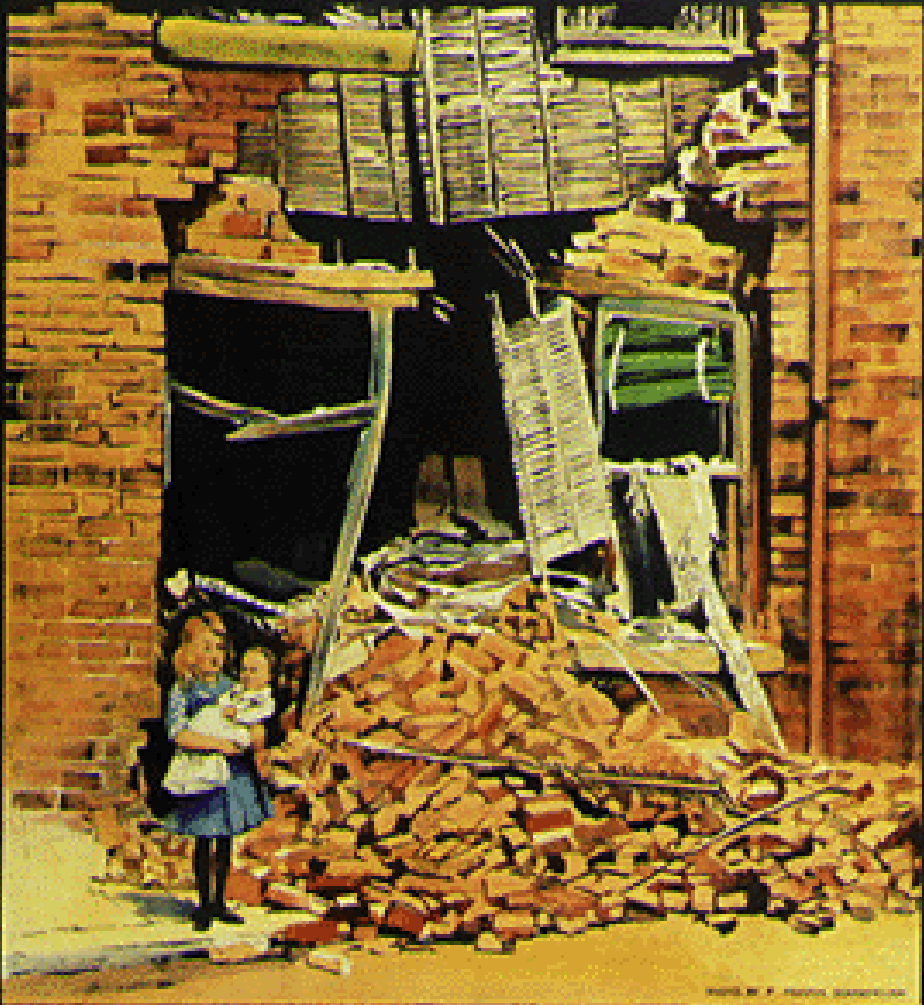
German propaganda to neutrals was, in general, less efficient than British. The Germans were not so effective at simplifying the issues of the war into right against wrong, and failed to establish any coordinated machine of propaganda. They were also put to particular disadvantage when, on 15<sup>th</sup> 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**

**Image of a British World War One recruiting poster, courtesy of the Australian War Memorial.  
(Copyright the A.W.M.)**

# **MEN OF BRITAIN! WILL YOU STAND THIS?**



*No 2 Wykeham Street, SCARBOROUGH after the German bombardment on Decr 16<sup>th</sup>. It was the house of a Working Man. Four People were killed in this House including the Wife, aged 33, and Two Children, the youngest aged 5.*

**78 Women & Children were killed and 228 Women & Children were wounded by the German Raiders**

## **ENLIST NOW**