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**Student Number**

**2012**

**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: 64**

**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 1-9**

**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.

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1. The “massive assault” to which Source *A* refers is most likely to be 1
- (A) The Battle of the Somme
  - (B) The ‘race to the sea’
  - (C) The Ludendorff Offensive
  - (D) Passchendaele
2. Which TWO of the following factors are best represented in Source *A*? 1
- i. Russian withdrawal from the war was a positive event for Germany
  - ii. The Germans were confident that they could defeat America in a war of attrition
  - iii. The entry of the US was going to increase the chance of success for Allied Victory
  - iv. The weakness of the Italians was the decisive factor for the German victory on the Eastern Front in 1916
- (A) i and ii
  - (B) i and iii
  - (C) ii and iii
  - (D) ii and iv
3. Source *B* is most likely to have been a factor in which of the following? 1
- (A) Germany’s declaration of war against France
  - (B) Britain’s implementation of DORA
  - (C) Russia’s withdrawal from WWI
  - (D) America’s entry into WWI

**Turn over page**

4. Source C suggests that

1

- (A) the war had a bigger impact on women of the German home front than the British home front
- (B) women's only role during World War I was in nursing
- (C) propaganda aimed at women changed throughout the war
- (D) propaganda was only aimed at men during World War I

5. Using your own knowledge and Source C, outline THREE ways that World War I impacted the lives of women in Britain.

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Marker's use only

Criteria	Marks
<ul style="list-style-type: none"><li>• Comprehensive answer that demonstrates relevant, detailed information, combined with the use of source/s to support a sustained response.</li></ul>	3
<ul style="list-style-type: none"><li>• Some detailed information and use of the source/s.</li></ul>	2
<ul style="list-style-type: none"><li>• Inadequate use of the sources and/or limited information.</li></ul>	1

6. Source D suggests that the most significant impact the entry of the US had on World War I was

1

- (A) the psychological boost to the Allies
- (B) the immediate command of the sea that the US provided
- (C) the artillery that the US sent as soon as they joined the war
- (D) their ability to replace the Russians on the Eastern Front

**Turn over page**



8. Read statements 1 and 2 then select the correct answer.

1

Statement 1. According to Source *G*, the belligerent with access to the most man-power fighting on the front line would gain victory.

Statement 2. According to Source *G*, the ability of each side to continue fighting in the war depended on the support of each side's home front.

- (A) Both statements are correct
- (B) Neither statements is correct
- (C) Only Statement 1 is correct
- (D) Only Statement 2 is correct

**Turn over page**





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Marker's use only

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Evaluates both sources effectively in the context of an analysis of their usefulness to the specific investigation given in the question.</li><li>• Incorporates discussion of perspective and reliability in the wider context of the way in which historians arrive at interpretations of the past.</li></ul>	9–10
<ul style="list-style-type: none"><li>• Makes some judgment about the usefulness, perspective and reliability of both sources to the specific investigation but may be uneven in its treatment of them.</li></ul>	7–8
<ul style="list-style-type: none"><li>• Provides a limited discussion of the usefulness of both sources to the specific investigation including reference to perspective and reliability OR</li><li>• Provides a detailed discussion and evaluation of the usefulness of only one source to the specific investigation and its perspective and reliability.</li></ul>	5–6
<ul style="list-style-type: none"><li>• Generalizes about usefulness of the sources and/or reliability and/or perspective.</li><li>• May paraphrase one or both sources.</li></ul>	3–4
<ul style="list-style-type: none"><li>• Some general reference to the use of sources OR a simple description or paraphrasing of the sources.</li></ul>	1–2

**Turn over page**



# 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.

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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.

**Turn over page**

**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.

**Turn over page**

**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) How significant was industrialisation in changing US society in the period 1919-1941?

**OR**

(b) Assess the impact of the Great Depression on American society.

**Turn over page**

### 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) Provide a detailed description of THREE significant events in the career of the personality you have studied. (10 marks)
- (b) Assess the contribution of your chosen personality to the period in which he or she lived. (15 marks)

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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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**Turn over page**

## **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?

**Turn over page**

**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 war on civilians in territories occupied by Japan in South-East Asia.

**OR**

- (b) Explain why Japan lost the Pacific War.

**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..

**Turn over page**

**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

McAndrew, M, Thomas, D and Cummins, P, *The Great War and Its Aftermath*, Cambridge University Press, 2001

The collapse of the Eastern Front and Italian weaknesses at Caporetto allowed the Germans to concentrate a final great offensive on the Western Front...[The German High-Command] acknowledged that the American presence would prove decisive for the Allies unless the Germans acted quickly. They attempted a massive assault on the Anglo-French lines, attempting to break their resolve quickly.

## Source B

MAILED  
October 1-8-58  
Washington, State Dept.

**TELEGRAM RECEIVED.**

By *Wm A. Eckhoff*  
Date *Oct 27, 1918*

FROM 2nd from London # 5747.

"We intend to begin on the first of February unrestricted submarine warfare. We shall endeavor in spite of this to keep the United States of America neutral. In the event of this not succeeding, we make Mexico a proposal of alliance on the following basis: make war together, make peace together, generous financial support and an understanding on our part that Mexico is to reconquer the lost territory in Texas, New Mexico, and Arizona. The settlement in detail is left to you. You will inform the President of the above most secretly as soon as the outbreak of war with the United States of America is certain and add the suggestion that he should, on his own initiative, ~~invite~~ <sup>invite</sup> Japan to immediate adherence and at the same time mediate between Japan and ourselves. Please call the President's attention to the fact that the ruthless employment of our submarines now offers the prospect of compelling England in a few months to make peace." Signed, ZIMMERMAN.

Turn over page

**Source C**

An extract from <http://europeanhistory.about.com/od/worldwar1/a/ww1women.htm> accessed 1st August, 2012

Women were also the targets of propaganda. At the start of the war posters encouraged them to remain calm, content and proud while their menfolk went off to fight; this later turned into showing the same obedience that was expected of men, to do what was necessary and support the nation... While the role of women in nursing didn't break as many boundaries as in other professions – there was still a general feeling that nurses were subservient to doctors and playing out the era's perceived gender roles – nursing did see a major growth in numbers, and allowed many women from lower classes to receive a medical education, albeit a quick one, and contribute to the war effort on a much closer basis.

**Source D**

B Liddell Hart, *History of the First World War*, London, 1972

France did not win the war, but unless she had held the fort while the forces of Britain were preparing and those of America were still a dream the release of civilization from this nightmare of militarism would have been impossible. Britain did not win the war, but without her command of the sea, her financial support, and her army....defeat would have been inevitable. The United States did not win the war, but without their economic aid to ease the strain, without the arrival of their troops to turn the balance, and, above all, without the moral tonic which their coming gave, victory would have been impossible.

**Source E**

Women in Berlin picking over a rubbish tip in search of food scraps, 1918



Turn over page

**Source F**

James W Gerard, *My Four Years in Germany*, Doran Publishing Company, New York, 1917. (Gerard was the US Ambassador to Germany 1912-1916)

In the third winter of the war, owing to a breakdown of means of transportation and want of labourers, coal became very scarce. All public places, such as theatres, picture galleries, museums, and cinematograph shows, were closed in Munich for want of coal. In Berlin, the suffering was not so great, but even the elephants from Hagenbeck's show were pressed into service to draw the coal carts from the railway stations. Light was economised. All apartment houses (and Berlin lives in apartment houses) were closed at nine o'clock. Stores were forbidden to illuminate their windows, and all theatres were closed at ten. Only every other street electric light was lit; of the three in each lamp, only one.

**Source G**

Extract from the war memoirs of David Lloyd George, published in 1938

The second half of the War brought home to all the belligerents the fact which ought to have been obvious before, that an adequate supply of food, not only for the troops, but for the civilian population, was an essential condition of their continuance in the War. The final event depended more on food than on fighting. The drain on man-power, and the concentration of transport on the provision of war material and the carrying of it to the various fronts, were already having a serious effect on food supplies.

**End of source booklet**