



ST AUGUSTINE'S
COLLEGE - SYDNEY

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Student Number

2010
Higher School Certificate
Trial Examinations

Modern History

General Instructions

- Reading time – 5 minutes
- Working time – 3 hours
- Write using black or blue pen
- A source booklet is provided at the back of this paper
- Write your Student Number at the top of this page and pages 8 and 13

Total Marks – 100

Section I

Pages 2 - 7

25 marks

- Attempt all parts of Questions 1 - 9
- Allow 45 minutes for this section.

Section II

Pages 8 – 11

25 marks

- Attempt ONE question from Questions 10 to 18.
- Allow 45 minute for this section

Section III

Page 12

25 marks

- Attempt both parts of Question 19.
- Allow about 45 minutes for this section.

Section IV

Pages 13 – 15

25 marks

- Attempt one question from Questions 20 to 26.
- Allow about 45 minutes for this section.

**This examination paper is not to be removed from the examination room.
A copy will be returned to you with your marked scripts and examination report.**

Every effort has been made to ensure that this examination paper meets the same requirements and standards as the HSC Papers produced by the Board of Studies, but no warranty is given that this paper in any way predicts the format or questions of any future HSC examination paper.

Section I – World War I 1914–1919

25 marks

Part A – 15 marks Attempt Questions 1–8

Allow about 25 minutes for this part

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 Source Booklet

-
- | | Marks |
|--|--------------|
| 1. When were tanks first used according to Source A? | 1 |
| <input type="radio"/> (A) During the First Allied Offensive in the Battle of the Somme | |
| <input type="radio"/> (B) During the Second Allied Offensive in the Battle of the Somme) | |
| <input type="radio"/> (C) Before British conscripts arrived at the Somme | |
| <input type="radio"/> (D) After the battle was turned into a muddy bog by rain | |
| 2. What can be concluded from the timeline of the Battle of the Somme in Source A? | 1 |
| <input type="radio"/> (A) Hindenburg and Ludendorff were good commanders | |
| <input type="radio"/> (B) The Allies gained some territory during the Battle of the Somme | |
| <input type="radio"/> (C) The Germans gained some territory during the Battle of the Somme | |
| <input type="radio"/> (D) The battle ends three miles short of Allied objectives | |

Marks
1

3. Which of the following statements best summarises the views expressed in Source *B* about the Somme Offensive

- (A) Bad weather led to the failure of the Allied attack.
- (B) Allied success was slowed by bad weather.
- (C) Bad weather turned the trenches to mud.
- (D) Bad weather had undermined the enemy's confidence to resist attack.

4. Briefly outline the significance of the Battle of the Somme in attempts to break the stalemate on the Western Front. **4**

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

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5. Which of the following statements best summarises the views expressed in Source *C* of the impact of war on women’s lives and experiences in Britain? 1

- (A) Drunkenness among women became a problem during the war.
- (B) Women were still not freed from the restraints of the home.
- (C) Women attained greater social freedom.
- (D) Many women became financially independent.

6. Which of the following statements best summarises the content of Source *D* about the role of women in the workforce in Britain during the war 1

- (A) Women had difficulties occupying positions formerly held by men
- (B) The munitions industry was too dangerous for women
- (C) The ability of the women in the workplace won much praise
- (D) Men were worried about women taking their jobs.

7. Explain how the war contributed to the changing role and position of women in Britain. 5

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

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8. Which of the following statements best reflects life in the trenches for the soldiers as described by Source *F*

1

- (A) Life in the trenches was the same each day.
- (B) Life in the trenches was the same only when there was a battle.
- (C) Each day in the trenches was a different experience.
- (D) Life in the trenches was exciting.

End of Part A

Modern History

Part B – 10 marks Attempt Question 9.

Allow about 20 minutes for this part.

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

Question 9 (10 marks)

Assess how useful Sources *E* and *F* would be for a historian studying the nature of trench warfare during World War 1.

In your answer, consider the perspective provided by the TWO sources and the reliability of each source.

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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:

- 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
-

	Marks
Question 10— Option A: Australia 1945–1983 (25 marks)	
(a) To what extent did Australia’s foreign policy result in Australia developing a closer relationship with Asian nations in the period 1945–1975	25

OR

(b) Evaluate the view that the social policies of the Whitlam government created significant changes in Australian society.	25
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Question 11 — Option B: China 1927–1949 (25 marks)

(a) Account for the difficulty in achieving political stability and national unification in China in the period 1927–1937.	25
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OR

(b) Assess the impact of the development of Maoism on China in the period 1934–1949.	25
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In this section you will be assessed on how well you:

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 - communicate ideas and information using historical terms and concepts appropriately
 - present a sustained, logical and cohesive response
-

Marks

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

- (a) To what extent was Hitler responsible for the rise of the Nazi Party (NSDAP) from 1923? **25**

OR

- (b) How influential was the army on German politics in the period from 1918 to 1934? **25**

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

- (a) Assess the significance of the 1930s’ Salt Satyagraha in the development of Indian nationalism. **25**

OR

- (b) Evaluate the view that communalism in the 1930’s and 1940’s ensured the Partition of India in 1947. **25**

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

- (a) To what extent was Indonesia’s foreign policy in the period 1959–1965 aimed at improving Sukarno’s domestic political position? **25**

OR

- (b) Evaluate the success of Suharto’s New Order in overcoming Indonesia’s social, political and economic challenges in the period 1965–1998. **25**

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

- (a) Evaluate the view that tensions between tradition and modernisation led to the failure of democracy in Japan in the period 1904–1929. **25**

OR

- (b) To what extent did the Great Depression contribute to the rise of militarism in Japan in the 1930s?. **25**

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

- (a) How significant was military victory in the Civil War for the Bolshevik consolidation of power in the period up to 1924? **25**

OR

- (b) Evaluate the view that Stalinism produced positive changes for Soviet society. **25**

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

- (a) Evaluate the view that the *apartheid* ‘vision for democracy’ necessitated state terror and repression. **25**

OR

- (b) How significant was the role of Steve Biko and the Black Consciousness Movement in the development of resistance to *apartheid*? **25**

Marks

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

- (a) To what extent was the Great Depression a result of Republican economic policies in the 1920s? **25**

OR

- (b) How accurate is it to describe America's foreign policy as isolationist in the period 1919–1941? **25**

End of Section II

Section III – Personalities in the Twentieth Century

25 marks

Attempt BOTH parts of Question 19

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:

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 - communicate ideas and information using historical terms and concepts appropriately
 - present a sustained, logical and cohesive response
-

Marks

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 background and historical context of the personality you have studied. **10**

(b) ‘History is the record of an encounter between character and circumstances.’ Evaluate this statement in relation to the personality you have studied. **15**

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:

- demonstrate historical knowledge and understanding relevant to the question
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 - present a sustained, logical and cohesive response
-

Marks

Question 20 — Option A: Anglo-Irish Relations 1968–1998 (25 marks)

- (a) Evaluate the view that sectarianism was the major cause of conflict in Northern Ireland in the 1960s and 1970s. **25**

OR

- (b) To what extent did conflict produce an effective popular movement in support of the peace process in the 1980s and 1990s? **25**

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

- (a) Evaluate the view that the dictators Hitler and Mussolini were primarily responsible for the tensions that led to the outbreak of war in Europe in 1939 **25**

OR

- (b) To what extent was the Soviet Union (Russia) responsible for the Allied victory in the conflict in Europe? **25**

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

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 - present a sustained, logical and cohesive response
-

Marks

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

- (c) Evaluate the view that an inability to separate nationalism from communism dominated US policy towards Indochina in the period 1954–1968. **25**

OR

- (d) Assess the significance of the 1968 Tet Offensive as part of North Vietnam’s strategy in achieving victory in the Second Indochina War. **25**

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

- (a) Account for the defeat of Japan in 1945 despite its dominant strategic position in 1942. **25**

OR

- (b) Evaluate the view that the aims of the Allied powers were achieved successfully in the Occupation of Japan in the period up to 1951 **25**

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

- (a) Assess the impact of the 1948 Arab–Israeli War on the development of conflict in the Middle East in the period 1948–1967 **25**

OR

- (b) Evaluate the view that the Palestinian *Intifada* (1987–1994) resulted in increased Israeli support for the peace process. **25**

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
-

Marks

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

- (a) Assess the significance of the American fear of communism in the development of any ONE Cold War crisis between 1948 and 1989. **25**

OR

- (b) Account for the collapse of communism in Eastern Europe and the USSR. **25**

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

- (a) To what extent did the Cold War undermine the UN's effectiveness as a peacekeeper in the period up to the end of the 1980s? **25**

OR

- (b) Evaluate the effectiveness of UN humanitarian agencies in meeting the humanitarian challenges that faced the international community in the period up to 2001. **25**

End of paper

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Modern History Source Booklet

Instructions

Detach this source booklet.

Source A Page 2

Source B Page 2

Source C Page 3

Source D Page 3

Source E Page 4

Source F Page 4

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Source A

THE BATTLE OF THE SOMME- TIMELINE

Date	Event
23 June	Allies launch preliminary artillery barrage
1 July	First Allied Offensive begins Battle of the Somme
14 July	Second Allied Offensive
29 August	Hindenburg and Ludendorff replace Falkenhayen as German commanders on the Western Front
15 September	British use tanks for the first time. Third Allied Offensive
25 September	First British conscripts arrive at the Somme. Fourth Allied Offensive
2 October	Heavy rain over next week turns battlefield into muddy bog
18 November	Snow falls and battle ends 3 miles short of Allied objectives for the first day.

Source B

Despatch from Commander-in -Chief of British Armies in France, Douglas Haig, 29 December 1916.

Unfortunately, very unfavourable weather set in and continued with scarcely a break during the remainder of October... Poor visibility seriously interfered with the work of our artillery; and constant rain turned the mass of hastily dug trenches for which we were fighting into channels of deep mud.

These conditions multiplied the difficulties of attack to such an extent that it was found impossible to exploit the situation with the rapidity necessary to enable us to reap the full benefits of the advantages we had gained.

The enemy's power has not yet been broken...

The German Army... suffered defeat on the Somme this year. Neither the victors nor the vanquished will forget this; and, though bad weather has given the enemy a respite, there will undoubtedly be many thousands in his ranks who will begin the new campaign with little confidence in their ability to resist our assaults or to overcome our defence.

Source C

Extract from an article by L Black, *Women at War and Work*, published in *History of the Twentieth Century*, A J P Taylor and J M Roberts (eds), Purnell, London, 1968

The outward sign of their freedom were flaunted gaily. Many used language that would have shocked their mothers; many started to wear cosmetics; smoking became widespread; and women bought drinks in public house... During the war they completely ousted long dresses and camisoles. Well-meaning committees tried to discourage Land Girls, who like most women doing heavy work or working outside, wore trousers from wearing them off-duty, but without much success.....Young girls were gripped by 'khaki fever' and hovered around army camps. By the end of the war the illegitimacy rate had increased 30 per cent.

Section D

An extract from *The First World War*, by Robin Lobban, published in 1993

The gaps left in many places on the Home Front in Britain were soon being filled by women...Soon women were occupying positions traditionally filled by men in industry, farming, transport, commerce and the professions. Some also served in special women's service corps, while others joined ambulance and nursing units serving in France..... The ability of women to undertake all types of work astonished many observers at the time, and their contributions won all-round praise. Particularly admired were the munitions workers, for they faced real dangers with great courage and determination.

Source E

Attack, a poem by Siegfried Sassoon, a British junior officer on the Western Front, 1917.

At dawn the ridge emerges massed and dun (brown)
In the wild purple of the glow' ring sun,
Smouldering through spouts of drifting smoke that shroud
The menacing scarred slope; and, one by one,
Tanks creep and topple forward to the wire
The barrage roars and lifts. Then, clumsily bowed
With bombs and guns and shovels and battle-gear
Men jostle and climb to meet the bristling fire
Lines of grey, muttering faces masked with fear,
They leave their trenches, going over the top,
While time ticks blank and busy on their writs,
And hope, with furtive eyes and grappling fists,
Flounders in mud. O Jesus make it stop!

Source F

Extract from 'The Trenches', found on the internet site: www.harris-academy.com (accessed March 14 2010)

In the trenches, each day was much the same as the last. Nothing really ever changed unless there was a battle. The day-to-day work consisted of repairing damage to the trench, filling sandbags, carrying supplies, running errands... The most common task carried out by soldiers was cleaning their weapons. Daily medical checks were also part of the soldier's daily routine... During the rest of the day movement was restricted in the trenches... Soldiers used this time to catch up on some much needed sleep and write letters to their sweethearts and home. With the darkness of the night the trenches came to life- men were sent to fetch vital food, water and maintenance supplies... Patrols into no-man's land would also be carried out under the cover of darkness, to repair breaks in the barbed wire and some were sent out to "Listening posts" hoping to hear information from the enemy.