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Centre Number

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Student Number

**2016** HIGHER SCHOOL CERTIFICATE  
TRIAL EXAMINATION

# Modern History

## General Instructions

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

**Total marks - 100**

**Section I** Pages 2-6

**25 marks**

This section has two parts. Part A and Part B

- Allow about 45 minutes for this section

Part A -15 marks

- Attempt Questions 1-8

Part B -10 marks

- Attempt Question 9

**Section II** Pages 7-9

**25 marks**

- Attempt ONE question from Questions 10-18

- Allow about 45 minutes for this section

**Section III** Page 10

**25 marks**

- Attempt BOTH parts of Question 19

- Allow about 45 minutes for this section

**Section IV** Pages 11-13

**25 marks**

- Attempt ONE question from Questions 20-26

- Allow about 45 minutes for this section



**Section I – World War I 1914-1919**

**25 marks**

**Allow about 45 minutes for this part**

**Part A – 15 marks**

**Attempt Questions 1-8**

**Allow about 25 minutes for this part**

For multiple-choice questions, circle the letter 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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	Marks
1. According to <i>Source A</i> , the only country to profit from World War I was?	(1)
a) USA	
b) France	
c) Britain	
d) Germany	
2. Using <i>Source A</i> , which country suffered the highest number of dead and wounded?	(1)
a) USA	
b) France	
c) Britain	
d) Germany	
3. According to <i>Source A</i> , which of the Allied countries suffered the highest percentage of casualties?	(1)
a) USA	
b) France	
c) Britain	
d) Germany	

4. What evidence from *Source A* helps to explain Clemenceau's attitude to Germany as described in *Source B*?

(1)

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5. Using *Source B*, which of the Big Three leaders had just experienced an election?

(1)

- a) Paul von Hindenburg
- b) Woodrow Wilson
- c) David Lloyd George
- d) Georges Clemenceau

6. Account for the different goals of the Big Three Allied leaders at the Paris Peace Conference.

(8)

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

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**Section I – Continued**

**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.

**Marks**

**Question 9 (10 marks)**

How useful would *Sources C* and *D* be for a historian studying the significance of US entry into WWI?

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

**(10)**

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**Section II – National Studies**

**25 marks**

**Attempt ONE question from Questions 10–18**

**Allow about 45 minutes for this section**

Answer the question on a SEPARATE page of your own paper or writing booklet, if provided.

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In your answer 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
- 

**Question 10 – Option A: Australia 1945–1983 (25 marks)** **Marks**

(a) To what extent did the fear of communism affect government policy in Australia in the 1950s and 1960s? **25**

**OR**

(b) To what extent was the Whitlam government responsible for its own downfall? **25**

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

(a) How successful was the Guomindang (GMD) in achieving its aims in the period up to 1937? **25**

**OR**

(b) Evaluate the impact of the Long March on Chinese politics and society in the period up to 1949. **25**

**Please turn over**



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In your answer 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
- 

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

- (a) To what extent were Weimar Governments responsible for the downfall of the Republic? **25**

**OR**

- (b) To what extent was German social and cultural life affected by Nazism in the period from 1933 to 1939? **25**

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

- (a) How significant was Salt Satyagraha to the growth of nationalism in India? **25**

**OR**

- (b) Why was Partition necessary in order to achieve Indian independence? **25**

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

- (a) How significant was the challenge of communism for Indonesian politics in the period up to 1965? **25**

**OR**

- (b) Account for the collapse of the New Order in Indonesia. **25**

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

- (a) To what extent had Japan achieved great power status by 1921? **25**

**OR**

- (b) Assess the importance of militarism on Japanese politics and society in the period up to 1937. **25**

**Please turn over**

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In your answer 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
- 

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

(a) How significant was ideology in the post-Lenin struggle for power? **25**

**OR**

(b) Assess the impact of '*the Terror*' on Soviet politics and society in the 1930s. **25**

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

(a) Assess the impact of *apartheid* on rural and urban communities. **25**

**OR**

(b) *International responses to the system of apartheid brought about its end.*

To what extent is this statement accurate? **25**

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

(a) To what extent was the New Deal effective in solving the problems created by the Great Depression? **25**

**OR**

(b) To what extent was US foreign policy isolationist in the period up to 1941? **25**

**Section III – Personalities in the Twentieth Century****25 marks****Attempt BOTH parts of Question 19****Allow about 45 minutes for this section**

In your answer 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

Answer BOTH parts of this question in relation to ONE of the twentieth-century personalities listed below.

**Identify the personality at the beginning of your answer.**

**Question 19 (25 marks)****Marks**

(a) Describe THREE significant factors in the rise to prominence of the personality that you have studied.

**10**

(b) *Chance rather than planning determines the role of significant figures in history.*

To what extent is this statement accurate 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 20–26

Allow about 45 minutes for this section

Answer the question on a SEPARATE page of your own paper or writing booklet, if provided.

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In your answer 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
- 

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

- (a) To what extent were British policies and actions responsible for the continuing conflict in Northern Ireland in the period from 1973 to 1983? 25

OR

- (b) Account for the achievement of a peace agreement in Northern Island by 1998. 25

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

- (a) To what extent was the collapse of collective security responsible for the growth of European tension in the period to 1939? 25

OR

- (b) To what extent was the failure of Operation Barbarossa a turning point in the conflict in Europe? 25

**Please turn over**

In your answer 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

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

- (a) Assess the impact of the Geneva Peace Agreement on Vietnam in the period up to 1964. 25

OR

- (b) Why was it so difficult to achieve peace in Vietnam after 1954? 25

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

- (a) *The Battle of Midway was a turning point in the Pacific conflict.*  
To what extent is this statement accurate? 25

OR

- (b) The effect of the war on the home fronts was the same for Japan and Australia.  
To what extent is this statement accurate? 25

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

- (a) How significant was the 1973 Yom Kippur War for the Arab-Israeli Conflict? 25

OR

- (b) To what extent did the *Intifada* affect the Arab-Israeli peace process in the period after 1987? 25

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

- (a) How significant were rival ideologies for the development of the Cold War in the period from 1945 to 1953? 25

OR

- (b) To what extent was the Reagan administration responsible for the collapse of communism? 25

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In your answer 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
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**Question 26 – Option G: The United Nations as Peacekeeper 1946–2001 (25 marks)** **Marks**

(a) Assess the impact of the Cold War on the activities of the United Nations. **25**

**OR**

(b) How successful was the United Nations in the promotion of disarmament and nuclear proliferation in the period up to 2001? **25**

**End of paper**







# Singleton High School



2016

Higher School Certificate  
Trial Examination

## Modern History Source Booklet

### General Instructions

- Write your student name/number at the bottom of this page

Source A

Page 2

Source B

Page 2

Source C

Page 3

Source D

Page 3

This source booklet **MUST NOT** be removed from the examination room

STUDENT NUMBER/NAME.....

## Source A

Table of statistics — The cost of World War I

	<i>USA</i>	<i>France</i>	<i>Britain</i>	<i>Germany</i>
<i>Total population 1914</i>	94 000 000	46 500 000	40 000 000	65 000 000
<i>War casualties as % of armed forces</i>	8.2%	76.3%	35.8%	66%
<i>Total war dead</i>	126 000	1 357 800	908 371	1 773 700
<i>Total wounded</i>	234 300	2 266 000	2 090 212	4 216 058
<i>Gold reserves gain 1914–1918 (£ million)</i>	278	—	—	—
<i>Gold reserves losses 1914–1918 (£ million)</i>	—	25	42	123
<i>Farmland destroyed</i>	0	20 800 square kilometres	Insignificant	Insignificant
<i>Factories destroyed</i>	0	6000	Insignificant	Insignificant

## Source B

Extract from Louis Snyder's *The First Book of World War I*, 1988

The 'Big Three' were President Woodrow Wilson, Premier Georges Clemenceau of France, and Prime Minister David Lloyd George of England. Clemenceau was called the 'Old Tiger of France', although he looked more like a walrus than a tiger. He hated Germany, which he regarded as a sinful nation. 'When I die,' he said, 'bury me deep, standing up, marching toward Germany.' The Germans could expect no mercy from him.

Lloyd George, the British Prime Minister, had just been re-elected to office on the slogan, 'Hang the Kaiser!' He promised his people that he would collect from Germany the costs of the war, 'shilling for shilling, and ton for ton'. . . . The conference at Versailles was called 'a riot in a parrot house'. There were battles galore between the Big Three. Clemenceau was bored by Wilson. Of Wilson's Fourteen Points he said, 'Wilson has fourteen; the Good Lord Himself had only Ten!'

### Source C

An extract from J.H. Allsopp & H.R. Cowie's *Challenge and Response: A History of the Modern World*, Melbourne, 1981.

The blockade of European ports by the British and French navies forced Germany into making desperate improvisations . . . In retaliation the German U-boats attempted to starve Britain by sinking supply ships. Continued violations of American neutral shipping forced the USA to declare war on Germany in April 1917 . . . but it took her many months to raise and equip an army to send to Europe. Meanwhile the defeat of Russia in the east had allowed Germany to send massive reinforcements to the west, where the German forces launched a new offensive in March 1918.

### Source D

Extract from a speech by British Prime Minister Lloyd George, reported in the London newspaper *The Times* on 29 March 1918.

We are at the crisis of the war. Attacked by an immense superiority of German troops, our Army has been forced to retire. The retirement has been carried out methodically before the pressure of a steady succession of fresh German reserves . . . but this battle, the greatest and most momentous in the history of the world, is only just beginning. Throughout it, French and British morale is boosted with the knowledge that the USA will neglect no effort which can hasten its troops and ships to Europe. In war, time is vital.

