



North Sydney Girls' High School

2014
Higher School Certificate
Trial Examination

Modern History

General Instructions

- Reading time – 5 minutes
- Working time – 3 hours
- Write using black pen
- A source booklet is provided
- Write your student number at the top of every page

Total marks – 100

Section I – pages 2 – 7

Total marks (25)

Attempt Questions 1 – 8

Allow about 45 minutes for this section

Section II – pages 8 - 10

Total marks (25)

Attempt ONE question from Questions 9 – 17

Allow about 45 minutes for this section

Section III – page 11

Total marks (25)

Attempt BOTH parts of Question 18

Allow about 45 minutes for this section

Section IV – pages 12 - 14

Total marks (25)

Attempt ONE question from Questions 19 – 25

Allow about 45 minutes for this section

This source booklet MUST NOT be removed from the examination room

STUDENT NUMBER:

Section I – World War I 1914-1919**25 marks****Part A – 15 marks****Attempt Questions 1-8****Allow about 25 minutes for this section**

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.

1. Which of the following best describes the message of Source A? 1
- a. Oppressive leadership led to dissent among the Central Powers.
 - b. 1918 saw an increase in levels of morale among the Allied troops.
 - c. The entry of the USA led to an increase in the morale of the Allies.
 - d. Morale was not an important factor in determining the outcome of WWI.
2. What does Source B reveal about the reasons for the stalemate on the Western Front? 1
- a. Military decision makers were determined to wage an offensive war.
 - b. Inexperienced recruits were ill-equipped to handle modern firepower.
 - c. The effectiveness of defensive technologies surpassed that of offensive tactics.
 - d. Technological advancements led to each side mobilising far more rapidly than expected.

4. Read statements 1 and 2, then select the correct answer.

Statement 1: *According to Source C, France's intention to render Germany powerless was in conflict with American goals for Europe.*

Statement 2: *According to Source C, France's highest priority during negotiations at the Paris Peace Conference was the expansion of its crippled empire into Eastern Europe.*

- a. Statement 1 and Statement 2 are both correct.
- b. Statement 1 is correct. Statement 2 is incorrect.
- c. Statement 2 is correct. Statement 1 is incorrect.
- d. Statement 1 and Statement 2 are both incorrect.

5. According to Source D, what was the *most significant* outcome of the Battle of the Somme?

- a. The loss of the most highly skilled Allied officers.
- b. The permanent damage to Allied soldiers' morale.
- c. The unexpected resilience of the German military.
- d. The futility of the war given the minimal territorial gains.

6. What detail in Source E best suggests that this cartoon was taken in the latter part of the war?

- a. 'Tommy' is suffering from shell shock, which was only prevalent in the latter part of the war.
- b. The trench depicted in the cartoon is more rigid and highly developed than the ditches of the early war.
- c. The soldiers are of different socio-economic backgrounds, reflecting the changes brought about by conscription.
- d. The cartoon depicts the war-weariness which was evident among many soldiers on the Western Front as the war drew on.

7. Briefly outline the *reasons* for the differing goals of the Allies at the Paris Peace Conference.

Use your own knowledge and Source C to answer this question.

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Please turn the page for question 8.

Section II – National Studies**Total marks (25)****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 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 9 – Option A: Australia 1945 – 1983 (25 marks)	Marks
a. To what extent did the Labor Party achieve its vision for post-war Australia in the period up to 1949?	25
OR	
b. Assess the impact of changing patterns of immigration on Australian society in the 1960s and 1970s.	25
 Question 10 – Option B: China 1927 – 1949 (25 marks)	 Marks
a. How successful was the Guomindang (GMD) Government in achieving its quest for political stability and national unification in the period up to 1937?	25
OR	
b. To what extent was the Guomindang (GMD) defeat in the Civil War a result of communist tactics and politics?	25
 Question 11 – Option C: Germany 1918 – 1939 (25 marks)	 Marks
a. How successful was the Weimar republic in solving the problems faced by Germany in the period up to 1929?	25
OR	
b. Assess the impact of Nazism on youth, women and religion in the period 1933-1939.	25

In your answer 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
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Question 12 – Option D: India 1919 – 1947 (25 marks) **Marks**

- a. Explain the nature and impact of *satyagraha* in the development of Indian nationalism in the period up to 1935. **25**

OR

- b. Evaluate the impact of the 'Quit India' Movement on the decision by Britain to leave India in 1947. **25**

Question 13 – Option E: Indonesia 1959 – 1998 (25 marks) **Marks**

- a. Give the reasons for and the nature of, the 1965 coup in Indonesia. **25**

OR

- b. Evaluate the impact of religious and regional issues on the collapse of Suharto's New Order. **25**

Question 14 – Option F: Japan 1904 – 1937 (25 marks) **Marks**

- a. Account for the failure of liberal democracy in Japan in the 1920s and 1930s. **25**

OR

- b. Assess the impact of ideology on Japanese foreign policy in the 1920s and 1930s. **25**

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

- a. To what extent did the Bolshevik Government create change in society in the period 1917-1928? 25

OR

- b. Assess the success of collectivisation and industrialisation for the Soviet Union by 1941. 25

Question 16 – Option H: South Africa 1960 – 1994 (25 marks) Marks

- a. Assess the impact of *apartheid* on rural and urban communities in the 1960s and 1970s. 25

OR

- b. To what extent did economic and social factors contribute to the end of *apartheid*? 25

Question 17 – Option I: USA 1919 – 1941 (25 marks) Marks

- a. To what extent was industrialisation a long-term cause of the Great Depression? 25

OR

- b. Assess the view that conservatism was the most significant cause of social tensions in the USA in the period 1919 to 1941. 25

Section III – Personalities in the Twentieth Century**Total marks (25)****Attempt BOTH parts of Question 18****Allow about 45 minutes for this section**

Answer the question on your own paper or writing booklet, if provided.
Start each part on a new page.

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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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 18 (25 marks)

- a. Outline the background of the personality you have studied. **10**
- b. *“All great individuals are a product of their time.”* **15**

To what extent does the study of your personality support this view?

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**Total marks (25)****Attempt ONE question from Questions 19 - 25****Allow about 45 minutes for this section**

Answer the question on your own paper or writing booklet, if provided.

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 19 – Option A: Anglo-Irish Relations 1968-1998 (25 marks)	Marks
a. Assess the impact of differing forms of terrorism on Northern Ireland and the British mainland in the period 1968-1983.	25
OR	
b. To what extent did widespread dissatisfaction with the culture of violence cause the conflicting groups to change their tactics in the Anglo-Irish conflict in the period 1985-1998?	25
 Question 20 – Option B: Conflict in Europe 1935 – 1945 (25 marks)	 Marks
a. Evaluate the view that Operation Barbarossa was the major turning point of the European war.	25
OR	
b. To what extent did Allied and Axis strategies during World War II affect civilians?	25
 Question 21 – Option C: Conflict in Indochina 1954 –1979 (25 marks)	 Marks
a. Assess the consequences of the Vietnamese victory against the French for Indochina in the period 1954-1964.	25
OR	
b. To what extent was the rise to power of Pol Pot's regime a consequence of the spread of the Vietnam War to Cambodia?	25

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 D: Conflict in the Pacific 1937-1951 (25 marks) **Marks**

- a. Evaluate the view that the Battle of the Coral Sea was the major turning point in the course of the Pacific War. **25**

OR

- b. Assess the impact of the war on civilians in territories occupied by Japan in South-East Asia **25**

Question 23 – Option E: Arab-Israeli Conflict 1948-1996 (25 marks) **Marks**

- a. To what extent were the superpowers responsible for the continuation of the Arab-Israel conflict in the period 1948-1978? **25**

OR

- b. Assess the impact of the Israeli settler movement on the peace process in the Middle East in the period 1967-1996. **25**

Question 24 – Option F: The Cold War 1945-1991 (25 marks) **Marks**

- a. To what extent did the policy of containment affect superpower relations up to 1968? **25**

OR

- b. Evaluate the significance of crises in the development of détente. **25**

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 25 – Option G: The United Nations as Peacekeeper 1946-2001 (25 marks) **Marks**

- a. Assess the impact of international tensions on the formation and development of the United Nations in the period 1946-1973. **25**

OR

- b. To what extent was the United Nations an effective international peacekeeper in any TWO of the following conflicts in the period 1991-2001? **25**
- The Gulf War and its aftermath
 - The former Yugoslavia
 - Somalia and Rwanda
 - East Timor

End of Paper