NSW GOVERNMENT

NSW Education Standards Authority

Centre Number

Student Number

2019 **HIGHER SCHOOL CERTIFICATE EXAMINATION**

Modern History

General Instructions

- Reading time – 5 minutes
- Working time – 3 hours
- Write using black pen
- A Source Booklet is provided with this paper
- Write your Centre Number and Student Number at the top of this page

Total marks: 100

Section I – 25 marks (pages 2–6)

- Attempt Questions 1–4
- Allow about 45 minutes for this section

Section II – 25 marks (pages 9–11)

- Attempt ONE question from Questions 5–12
- Allow about 45 minutes for this section

Section III – 25 marks (pages 12–13)

- Attempt ONE question from Questions 13–18
- Allow about 45 minutes for this section

Section IV – 25 marks (pages 14–19)

- Attempt ONE question from Questions 19–24
- Allow about 45 minutes for this section

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Section I — Power and Authority in the Modern World 1919–1946

25 marks
Attempt Questions 1–4
Allow about 45 minutes for this section

Refer to the Source Booklet to answer Questions 1–4.

Answer the questions in the spaces provided. These spaces provide guidance for the expected length of response.

Your answer will be assessed on how well you:

- demonstrate historical knowledge and understanding relevant to the question
- communicate ideas and information logically
- use historical terms and concepts appropriately

Question 1 (3 marks)

Describe THREE features common to dictatorships that emerged after World War I.

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Question 2 (3 marks)

How does Source *A* reflect Nazi ideology about the role of women?

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Question 3 (7 marks)

Contrast the value of Sources *B* and *C* to a historian studying the impact of the Nazi regime on German youth.

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Question 4 (12 marks)

To what extent was the Nazi regime successful in eliminating opposition in the period 1933–1939?

In your response, integrate relevant evidence from Sources *D* and *E*.

Question 4 continues on page 5

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Question 4 (continued)

Question 4 continues on page 6

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Question 4 (continued)

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End of Question 4

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Modern History

Section II — National Studies

25 marks
Attempt ONE question from Questions 5–12
Allow about 45 minutes for this section

Answer the question on pages 2–8 of the Sections II, III and IV Writing Booklet. Extra writing booklets are available.

Your answer will be assessed on how well you:

- demonstrate historical knowledge and understanding relevant to the question
- use relevant evidence and interpretation to support your response
- communicate ideas and information using historical terms and concepts appropriately
- present a sustained, logical and cohesive response

Question 5 — Option A: Australia 1918–1949 (25 marks)

(a) How did exclusion affect the experiences of Aboriginal and Torres Strait Islander Peoples in the 1920s? **25**

OR

(b) How did the roles of women in Australia change in the period 1918–1949? **25**

Question 6 — Option B: China 1927–1949 (25 marks)

(a) How successful was Chinese resistance to Japanese imperialism in this period? **25**

OR

(b) How significant was Mao Zedong's leadership in the triumph of the Chinese Communist Party? **25**

Question 7 — Option C: India 1942–1984 (25 marks)

(a) How successful was Nehru in achieving his vision for India? **25**

OR

(b) How successful was Indian foreign policy in achieving its aims in the period 1947–1984? **25**

Question 8 — Option D: Indonesia 1945–2005 (25 marks)

(a) Why did the New Order collapse in Indonesia? **25**

OR

(b) How did Indonesia's relations with Australia change in the period 1945–2005? **25**

Question 9 — Option E: Japan 1904–1937 (25 marks)

(a) How successful were internal challenges to traditional Japanese power and authority in the 1920s? **25**

OR

(b) How successful was Japanese foreign policy in achieving its aims in the period up to 1937? **25**

Question 10 — Option F: Russia and the Soviet Union 1917–1941 (25 marks)

(a) Why was Stalin able to emerge as leader of the USSR by the late 1920s? **25**

OR

(b) How successful was Soviet foreign policy in achieving its aims in the period 1917–1941? **25**

Question 11 — Option G: USA 1919–1941 (25 marks)

(a) How significant was the impact of consumerism on US society in the period 1919–1941? **25**

OR

(b) How did domestic pressures affect US foreign policy in the period 1919–1941? **25**

Question 12 — Option H: Iran 1945–1989 (25 marks)

(a) Why were there tensions between tradition and modernisation under the rule of the Shah in the period 1953–1979? **25**

OR

(b) How significant was Ayatollah Khomeini to the success of the 1979 revolution? **25**

Section III — Peace and Conflict

25 marks
Attempt ONE question from Questions 13–18
Allow about 45 minutes for this section

Answer the question on pages 10–16 of the Sections II, III and IV Writing Booklet. Extra writing booklets are available.

Your answer will be assessed on how well you:

- demonstrate historical knowledge and understanding relevant to the question
- use relevant evidence and interpretation to support your response
- communicate ideas and information using historical terms and concepts appropriately
- present a sustained, logical and cohesive response

Question 13 — Option A: Conflict in Indochina 1954–1979 (25 marks)

(a) How significant were anti-war movements to the US withdrawal from the Second Indochina War? **25**

OR

(b) How did the conflict in Cambodia and Laos affect civilians? **25**

Question 14 — Option B: Conflict in the Pacific 1937–1951 (25 marks)

(a) How did the war affect civilians in occupied territories in South-east Asia? **25**

OR

(b) How significant was the use of the A-bomb to Japan's defeat in the Pacific? **25**

Question 15 — Option C: Conflict in Europe 1935–1945 (25 marks)

(a) How significant was the conflict in North Africa to the outcome of the war in Europe? **25**

OR

(b) How significant were the Allied strategies to their victory in Europe? **25**

Question 16 — Option D: The Cold War 1945–1991 (25 marks)

(a) How did the arms race shape the Cold War from 1962–1991? **25**

OR

(b) Who was more significant in ending the Cold War: Reagan or Gorbachev? **25**

Question 17 — Option E: Conflict in the Gulf 1980–2011 (25 marks)

(a) How significant were the consequences of the 1991 defeat of Saddam Hussein for Iraq? **25**

OR

(b) How did international involvement shape the conflict in the Gulf in the period 1991 to 2003? **25**

Question 18 — Option F: The Arab–Israeli Conflict 1948–1996 (25 marks)

(a) How significant was the Arab–Israeli Conflict for Israeli and Palestinian communities in the period 1978–1996? **25**

OR

(b) How successful were attempts at peacemaking in the Arab–Israeli Conflict between 1987–1996? **25**

Section IV — Change in the Modern World

25 marks
Attempt ONE question from Questions 19–24
Answer ALL parts of the question
Allow about 45 minutes for this section

Answer the question on pages 18–24 of the Sections II, III and IV Writing Booklet. Extra writing booklets are available.

Your answer will be assessed on how well you:

- demonstrate historical knowledge and understanding relevant to the question
- communicate ideas and information logically
- use historical terms and concepts appropriately

Question 19 — Option A: Pro-democracy Movement in Burma 1945–2010
(25 marks)

Answer parts (a) and (b) of the question on pages 18–20 of the Writing Booklet.

(a) Describe the role of General Ne Win in the rise of the military. **5**

(b) Explain the significance of Aung San Suu Kyi to the Pro-democracy movement in the period 1990 to 2010. **8**

Answer part (c) of the question on pages 21–24 of the Writing Booklet.

(c) To what extent did the international community respond to the actions of the military government in the period 1990–2010? **12**

In your answer, include references to Source *F*.

Source F

> They [the Burmese people] are tired of the political repression, the widespread use of forced labour in the countryside, and the inability of the regime to manage the economy. But they hesitate to take action, for even reading an opposition newspaper can land them in prison for years. Instead, they attempt to get on with their lives, indulging in the dream that perhaps one day the United States, NATO, or the United Nations will swoop in and remove the regime for them.

CHRISTINA FINK
Living Silence: Burma under Military Rule, 2001

Living Silence: Burma under Military Rule, Christina Fink
Reproduced with permission from the Licensor through PLSclear

Question 20 — Option B: The Cultural Revolution to Tiananmen Square 1966–1989 (25 marks)

Answer parts (a) and (b) of the question on pages 18–20 of the Writing Booklet.

(a) Describe the official and unofficial responses to the death of Zhou Enlai. **5**

(b) Explain why the Chinese government mobilised the army in Tiananmen Square in 1989. **8**

Answer part (c) of the question on pages 21–24 of the Writing Booklet.

(c) To what extent did the Cultural Revolution achieve Mao Zedong's aims? **12**

In your answer, include references to Source *G*.

Source G

> The Cultural Revolution was to be the means by which Mao would reassert his authority over China and the CCP*. He had two principal objectives: to preserve himself in power for the rest of his life and to ensure that his concept of revolution would continue after his death.
>
> *CCP *Chinese Communist Party*

MICHAEL LYNCH
The People's Republic of China since 1949, 1998

Access to History: The People's Republic of China since 1949
Michael Lynch. Reproduced with permission from Hodder Education

Question 21 — Option C: Civil Rights in the USA 1945–1968 (25 marks)

Answer parts (a) and (b) of the question on pages 18–20 of the Writing Booklet.

(a) Describe the main features of the *Civil Rights Act* of 1964. **5**

(b) Explain the significance of the desegregation of Little Rock High School to the civil rights movement. **8**

Answer part (c) of the question on pages 21–24 of the Writing Booklet.

(c) To what extent did the beliefs, aims and methods of Martin Luther King and Malcolm X differ? **12**

In your answer, include references to Source *H*.

Source H

This material cannot be displayed,
due to copyright issues.

https://kinginstitute.stanford.edu./encyclopedia/malcolm-x

Malcolm X Biography: May 19, 1925 to February 21, 1965

Question 22 — Option D: The Changing World Order 1945–2011 (25 marks)

Answer parts (a) and (b) of the question on pages 18–20 of the Writing Booklet.

(a) Describe the rise of BRIC (Brazil, Russia, India, China) as a new centre of global power in this period. **5**

(b) Explain the reasons for the collapse of the Soviet Union. **8**

Answer part (c) of the question on pages 21–24 of the Writing Booklet.

(c) Evaluate the success of the United Nations as an international peacekeeper in ONE of the following: **12**

- The former Yugoslavia 1991–1992
- Cambodia 1992–1993
- Somalia 1993
- Rwanda 1993–1996
- Timor-Leste 1999–2001

In your answer, include references to Source *I*.

Source I

> Until the 1990s, the UN engaged in modest tasks of monitoring peace agreements, with a condensed and limited nature. This generation of peacekeeping operations contained a few successes – and too many significant disasters.

GUSTAVO DE CARVALHO
Senior Researcher,
World Economic Forum
February 2015

Gustao de Carvalho, Senior Researcher, World Economic Forum,
What's the future of UN peacekeeping?, February 2015.
Reproduced with permission from the Institute for Security Studies

Question 23 — Option E: The Nuclear Age 1945–2011 (25 marks)

Answer parts (a) and (b) of the question on pages 18–20 of the Writing Booklet.

(a) Describe the doctrine of Mutually Assured Destruction. **5**

(b) Explain the role of the United Nations in the move towards nuclear disarmament. **8**

Answer part (c) of the question on pages 21–24 of the Writing Booklet.

(c) Evaluate the social and environmental effects of the Nuclear Age. **12**

In your answer, include references to Source *J*.

Source *J*

> By the late 1950s, much of the public was aware that an atomic attack could not be restricted to its target. Strontium 90* and other radioactive elements released in above ground bomb tests had travelled invisibly thousands of miles to land on the grass American cows ate and so entered the milk American children drank.
>
> *Strontium 90 *radioactive material*

TOM ENGELHARDT, DEREK MAUS (eds)
'To Use or Not To Use: Implications of Nuclear Weapons'
The Cold War: Turning Points in World History, 2003

The End of Victory Culture: Cold War America and the Disillusioning of a Generation (page 157)
Reproduced with permission from Tom Engelhardt

Question 24 — Option F: Apartheid in South Africa 1960–1994 (25 marks)

Answer parts (a) and (b) of the question on pages 18–20 of the Writing Booklet.

(a) Describe the role of the Bantustans as a method of repression. **5**

(b) Explain the significance of Stephen Biko and the Black Consciousness Movement in the resistance to apartheid. **8**

Answer part (c) of the question on pages 21–24 of the Writing Booklet.

(c) To what extent did the Sharpeville Massacre broaden resistance to apartheid? **12**

In your answer, include references to Source *K*.

Source K

> The [Sharpeville] massacre changed the course of South African history, bringing in what were to be the ugliest years of apartheid. The previously unknown township sprang to world prominence, and came to symbolise all the wrongness and harshness of minority white rule.

BENJAMIN POGRUND
The Guardian, 21 March 2006

Remembering Sharpeville by Benjamin Pogrund
Courtesy of Guardian News and Media Ltd

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Modern History

Source Booklet

Instructions Detach this Source Booklet

Sources *A – E*

Source *A* (page 2)

Source *B* (page 3)

Source *C* (page 4)

Source *D* (page 5)

Source *E* (page 5)

Source *A*

A posed family scene photographed in 1937. The mother is ironing a Nazi uniform.

Life in the Third Reich, Richard Bassel, Oxford University Press, London.
Reproduced with permission from the Licensor through PLSclear

Source *B*

An extract from William Carr, *A History of Germany 1815–1990*, 1991

> *Gleichschaltung* applied to every aspect of life in Nazi Germany. Few could escape involvement in one or more of the innumerable organisations run by the party. Special attention was paid to education, which was removed completely from the control of the *Länder*[1]. Politically unreliable teachers were removed from the classroom and the remainder regimented in the *NS Lehrerbund*[2], which saw to it that Nazi texts were used in all schools, especially in the teaching of biology and history. Boys from the age of ten were bullied into joining the *Hitlerjugend*, the only youth organisation allowed by the Nazis, which spent much of its time imparting rudimentary military skills to its members. For girls there was the parallel organisation, *Bund Deutscher Mädel*. Young men between eighteen and twenty-five were obliged to spend six months in the *Arbeitsdienst*[3] engaged on public works and receiving further military training. This was followed by two years' compulsory military service.

1	Länder	*state government*
2	NS Lehrerbund	*National Socialist Teachers' League*
3	Arbeitsdienst	*Reich Labour Service*

William Carr, 1991, A History of Germany 1815-1990,
A History of Germany 1815-1990, Bloomsbury Publishing Plc.

Source *C*

Front page illustration of Auerbach's German Children calendar, 1934

Reproduced with kind permission of Hamilton Nolan, Gawker Media

Source *D*

An extract from Richard Bessel, 'Political Violence and the Nazi Seizure of Power' in *Life in the Third Reich*, 1987

> Nazi activists did not shrink from violence; indeed they glorified in it. Struggle, violence and war were at the centre of Nazi ideology… And when, in early 1933, the Nazis finally were able to gain control of interior ministries and police headquarters throughout Germany, storm troopers unleashed a campaign of terror. Thousands of opponents of the Nazis were rounded up and taken away to makeshift concentration camps set up in disused factory premises or barracks, and many met their deaths at the hands of tormentors behind them.

'Political Violence and the Nazi Seizure of Power' in *Life in the Third Reich*, Richard Bessel.
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Source *E*

Statistics from Germany in the 1930s

This material cannot be displayed due to copyright issues.

'Death sentences for political oppression' from the Nazi Germany
by Stephen Lee, Heinemann Education, Oxford, 1989, page 28,
ISBN: 0 435 31036 4 – Statistics of victims of the police state before 1940.

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