Barker College

Student Number

2022 TRIAL HIGHER SCHOOL CERTIFICATE EXAMINATION

Modern History

8.30 AM Wednesday 3 August 2022

General Instructions:

- Reading time – 5 minutes
- Working time – 3 hours
- Write using black pen
- A separate Source Booklet is also provided

Total marks: 100

Section I – 25 marks (pages 2 - 7)

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

Section II – 25 marks (pages 8 - 10)

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

Section III – 25 marks (pages 11 -12)

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

Section IV – 25 marks (pages 13 - 15)

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

Checklist

Each student should have

- This Question Paper
- A Source Booklet
- THREE Writing Booklets, one each for Sections II, III, and IV. Writing booklets have NESA numbers printed on them

Collection

Hand in all materials, including source booklet, in one bundle

SECTION I – Power and Authority in the Modern World

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

The Source Booklet is required for this section.

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 how the Nazi regime used terror to exercise control.

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Question 2 (5 marks)

How does the perspective of Source A provide insight into the rise of dictators after World War I?

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Question 3 (7 marks)

Compare the value of Sources *B* and *C* for understanding the Nazi regime's use of propaganda.

Question 4 (10 marks)

To what extent did the Nazi regime change life in Germany between 1933 and 1939?

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

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Question 4 continues on page 6

Question 4 (continued)

End of Section I

Section I extra writing space

If you use this space, clearly indicate what question you are answering.

Section II — National Studies

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

Answer the question in a SEPARATE 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) Evaluate the view that social and cultural change in the USSR under Stalin was as significant as the economic change that took place. **25**

OR

(b) To what extent did ideology influence Soviet foreign policy 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**

End of Section II

Section III — Peace and Conflict

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

Answer the questions in the 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) To what extent did developments within North and South Vietnam shape US policy towards Indochina to 1964? **25**

OR

(b) Evaluate how the tactics used by US and communist forces in the conflict in Vietnam affected civilians. **25**

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

(a) Evaluate how effective Allied strategies were in combating Japanese aggression in the period 1942–1945. **25**

OR

(b) To what extent was the Allied occupation of Japan successful in achieving its aims? **25**

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

(a) To what extent did Nazi ideology influence German aims and strategies to September 1939? **25**

OR

(b) Evaluate the view that the Battle of Stalingrad was a more significant turning point in the European war than 'D' Day and the liberation of France. **25**

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

(a) Assess how Cold War crises changed relationships between the superpowers to 1968. **25**

OR

(b) To what extent did détente contribute to the end of the Cold War? **25**

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

(a) Evaluate the significance of regionalism in the development of conflict in the Gulf to 2003. **25**

OR

(b) To what extent were attempts at peacemaking and nation-building successful in the period 2003–2011? **25**

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

(a) To what extent were attempts at peacemaking affected by the Yom Kippur War of 1973? **25**

OR

(b) Evaluate the role of nationalism in the continuation of the Arab–Israeli conflict to 1996. **25**

End of Section III

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 in a SEPARATE 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

(a) Describe the social and political characteristics of Burma. 5

(b) Explain the role of General Ne Win in the rise of the military. 8

(c) How significant was the National League for Democracy in the 1988 uprising? 12

Question 20 — Option B: The Cultural Revolution to Tiananmen Square 1966–1989

(a) Describe the legacy of the Great Leap Forward. 5

(b) Explain the role of Hua Guofeng in the arrest of the Gang of Four. 9

(c) Assess the impact of the Cultural Revolution. 11

Question 21 — Option C: Civil Rights in the USA 1945–1968

(a) Describe the various forms of segregation that African Americans faced in the US after the Second World War. 5

(b) Explain the contribution of Martin Luther King to the struggle for civil rights. 8

(c) *To be successful, the struggle for civil rights needed to use methods that caught the attention of the broader American population.* 12

To what extent is this statement accurate?

Question 22 — Option D: The Changing World Order 1945–2011

(a) Describe the challenges of the United Nations during the Cold War 1946-1991. 4

(b) Explain the nature of US foreign policy in the post-Cold War world. 6

(c) Assess the influence of BRIC (Brazil, Russia, India, and China) on the post-Cold War world order. 15

Question 23 — Option E: The Nuclear Age 1945–2011

(a) Describe the Manhattan Project and Trinity Test. 4

(b) Explain efforts at nuclear disarmament during the Cold War. 6

(c) Assess whether the benefits of the nuclear age have outweighed the risks. 15

Question 24 — Option F: Apartheid in South Africa 1960–1994

(a) Describe the role of Mandela in the national resistance to apartheid to 1964. 5

(b) Explain the nature, growth and impact of the African National Congress (ANC) and Pan Africanist Congress (PAC). 8

(c) *By the 1960s, the problem of apartheid had become so serious that violent resistance had become inevitable.* 12

To what extent is this statement accurate?

End of Section IV

End of Paper

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2022

TRIAL HIGHER SCHOOL CERTIFICATE EXAMINATION

Modern History

Source Booklet

Instructions	Use this Source Booklet	
Sources *A - D*	Source *A*	(page 2)
	Source *B*	(page 2)
	Source *C*	(page 3)
	Source *D*	(page 4)

Source *A*:

Mussolini's speech when he seized power, January 3, 1925.

> Gentlemen, Italy wants peace, tranquility, calm in which to work. We shall give her this tranquility and calm, by means of love if possible and by force if necessary.
>
> You may be sure that within the next forty-eight hours after this speech, the situation will be clarified in every field. Everyone must realise that what I am planning to do is not the result of personal caprice*, of a lust for power, or of an ignoble passion, but solely the expression of my unlimited and mighty love for the fatherland.

***** caprice: sudden change of mood

Source B:

Joseph Goebbels, Reich Minister for Popular Enlightenment and Propaganda, in a speech on the role of the Propaganda Ministry, 15 March 1933.

> The most important tasks of this Ministry must be the following: first, all propaganda ventures and all institutions of public information belonging to the Reich and the states must be centralized in one hand . . .We are living in an age when policies must have mass support . . . the leaders of today must be modern princes of the people, they must be able to understand the people but need not follow them slavishly. It is their duty to tell the masses what they want and put it across to the masses in such a way that they understand it too . . .

Source *C*:

A picture from the children's book, *The Poisonous Mushroom*, the caption in this picture reads: "Whenever you see a crucifix, think of the horrible murder of Jesus by the Jews."



Source *D*:

Scholar Jill Stephenson in a 2016 article

> There has been much debate about the existence and nature of a people's ethnic community (Volksgemeinschaft) in Nazi Germany. Few historians would deny that it existed as a concept and as an aspiration in Nazi circles, where there was a strong belief that all 'racially desirable', 'politically reliable', and socially conformist* Germans should be bound together in a community where barriers of class, wealth, region, and confession** had been replaced by allegiance to what was alleged to be 'the common good'. The Nazis' Volksgemeinschaft idea was not merely a positive one embracing these groups but was—and was to a greater extent—an exclusionary*** concept: the unworthy, in the regime's terms, were excluded from it, often with dire consequences.

***** socially conformist: people who change their actions to fit in with those around them

** confession – in this case, whether they were Protestant or Catholic

*** exclusionary: aiming to leave specific people out of group or society