
Student Number

Name:_____

St George Girls High School

2021 Alternate Trial HSC Assessment

MODERN HISTORY

General Instructions

- Working time – 100 minutes (90 + 10)
- Type your responses or write using black pen
- A Source Booklet is provided with this paper
- See separate instructions regarding submission

Total Marks: 50

Section I - 25 marks

- Attempt Questions 1-4
- Allow about 50 minutes for this section

Section II - 25 marks

- Attempt all parts of Question 5
- Allow about 50 minutes for this section

Section I - Power and Authority in the Modern World: 1919-1946

25 marks
Attempt Questions 1-4
Allow about 50 minutes for this section

The Source Booklet is required for this section. Answer the questions on a separate word document. (auto-save enabled)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)

Outline THREE methods used by the Nazis to exercise control in Germany between 1933 and 1939.

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Question 2 (4 marks)

Describe how the Nazi regime had an impact upon ONE group in Germany between 1933 and 1939.

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Question 3 (8 marks)

Assess the value and limitations of Sources *A and B* in understanding how the ambitions of Germany and Japan contributed to the collapse of peace and security in the lead-up to World War II.

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Question 4 is over the page.

Question 4 (10 marks)

Describe the conditions that allowed dictatorships to rise in the interwar period.
In your response, integrate evidence from Sources *C* and *D.*

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Section II is over the page.

Section II - Civil Rights in the USA: 1945-1968

25 marks
Attempt Question 5
Answer ALL parts of the question
Allow about 50 minutes for this section

Answer the questions in the same separate word document (auto-save enabled).

(a) Outline the role of TWO groups that supported civil rights. **4**

(b) Describe the various forms of racial discrimination against African Americans in the late 1940s. **6**

(c) Evaluate the efforts of Martin Luther King to achieve change for African Americans.

Use Source *E* to support your response. **15**

Source *E*

> 'What did King mean by non-violence? It was not merely the refusal to hit back, an insistence on turning the other cheek. It was, in its own way, aggressive. It meant putting oneself in the face of violence, of actively confronting it and responding with love to the jabs and punches. It also meant organizing thousands across the South in specific mass actions that would force face-to-face encounters with white, racist power. Doing so, King taught, would demonstrate both the impotence of white violence and show the country that the black community was not afraid to insist on its rights. For King, responding to violence in kind would show the weakness of the black community, not its strength.'
>
> *Martin Luther King and the Philosophy of Non-Violence*, US Constitutional Rights Foundation, 2017.

End of task.

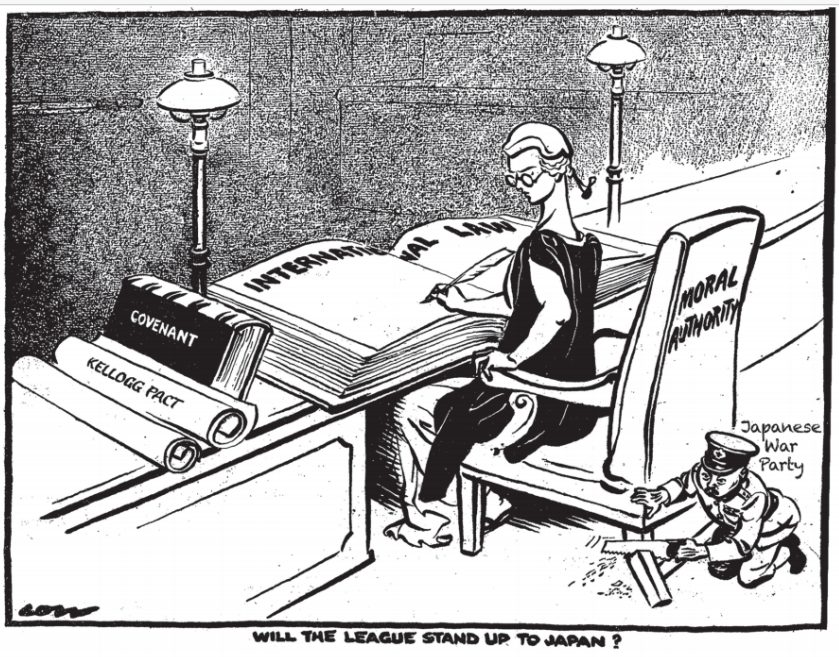
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Source Booklet

Source *A*



Cartoon published in a British newspaper, 17 November 1931.

Source *B*

Extract from A.J.P. Taylor, The Second World War, Penguin Books, 1976

> 'Far from planning a world war, as they [Hitler and the rulers of Japan] were often credited with doing, they were convinced that a world war would be their ruin. But this did not make them retreat towards peace. Both Hitler and the Japanese planned to make a series of small gains without war...They counted rightly on the reluctance of the World Powers to go to war...They intended to creep forward, as it were, unobserved or at least unchecked until they emerged as World Powers too strong to be challenged.'

Source *C*

Extract from Antonis Klapsis, 'Economic Crisis and Political Extremism in Europe', European View, Vol 13 (2014), p.192

'The electoral behaviour of European citizens in the post Depression years was obviously affected by the dreadful economic situation … [Extremist] parties offered easy answers to difficult questions. For many voters these parties seemed to offer a way out of the crisis ... Extremists were, on average, more successful in countries where there was not a long democratic tradition and where the electoral system posed fewer obstacles to representation in the national parliaments. They were also more successful in countries like Germany, Hungary and Austria, which had been defeated in the First World War. This is understandable since far-right extremists were ultranationalists and thus they were promising a revision of the peace treaties signed in Paris in 1919–20.'

Source *D*

Extract from Japanese nationalist Konoe Fumimaro's article 'Down with Anglo-American Peace Principles' published in 1918 as a criticism of the developments at the Paris Peace Conference in 1918.

'The British and American plan for the world] has nothing to do with justice or humanity but is a do-nothing-to-rock-the-boat formula in favour of those trying to maintain the status quo*… any consideration of our international position ought rather to make people in Japan as well as in Germany, call for breaking up the status quo …'

* *status quo* - the existing state of affairs, i.e. a world dominated by England and America and their empires