



NSW Education Standards Authority

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Centre Number

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Student Number

**2022** 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:** **Section I – 25 marks** (pages 2–8)  
**100**

- 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

## 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.

Extra writing space is provided on pages 7–8 of this booklet. If you use this space, clearly indicate which question you are answering.

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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)

Explain the relationship between the Treaty of Versailles and the rise of dictators after World War I. Use Source A to support your answer.

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**Question 2** (4 marks)

Account for the perspective of Source *B*.

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**Please turn over**

Do NOT write in this area.







**Section I extra writing space**

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

Do NOT write in this area.



## 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.

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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 significant was World War I in shaping Australian society in the 1920s? **25**

**OR**

- (b) Evaluate the role that communism had in shaping Australia’s domestic politics and foreign policy to 1949. **25**

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

- (a) How significant was the Long March in the rise of the Chinese Communist Party? **25**

**OR**

- (b) Evaluate the view that the communists triumphed because of the failures of the Nationalists. **25**

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

- (a) How successful was Nehru at creating unity in India by 1964? **25**

**OR**

- (b) Evaluate Indira Gandhi's leadership of India. **25**

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

- (a) How successful was Suharto in responding to the challenges faced by his regime from 1965–1998? **25**

**OR**

- (b) Evaluate the importance of the army to political developments in Indonesia. **25**

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

- (a) How significant were tensions between tradition and modernisation in the development of Japanese politics to 1937? **25**

**OR**

- (b) Evaluate the impact of militarism on Japan's domestic politics and foreign policy during the 1930s. **25**

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

- (a) How did Stalin's policies transform social and cultural life in Russia? **25**

**OR**

- (b) Evaluate the view that Stalin had complete control over the USSR by 1941. **25**

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

- (a) Evaluate the view that the most significant impact of the Great Depression was on the lives of workers. **25**

**OR**

- (b) How significant was American capitalism in bringing about changes to US society to 1941? **25**

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

- (a) Evaluate the view that ideology was the most significant factor in bringing about the 1979 Revolution. **25**

**OR**

- (b) How significant was the leadership of Khomeini to the changing nature of Iranian society and foreign relations from 1979 to 1989? **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.

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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) Why did the USA withdraw from Vietnam? **25**

**OR**

(b) Which was more significant in shaping the conflict in Indochina: nationalism or communism? **25**

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

(a) Why were the Japanese defeated in World War II? **25**

**OR**

(b) Assess the impact of the Pacific war on the homefronts in Australia and Japan. **25**

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

(a) What was the most significant turning point in the conflict in Europe? **25**

**OR**

(b) Why did the Allies win the European war? **25**

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

- (a) Which was more significant in shaping the policies of the Cold War: ideology or economic and political concerns? **25**

**OR**

- (b) Assess the impact of economic and political developments on the emergence of détente. **25**

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

- (a) Why did the US troops withdraw from Iraq in 2011? **25**

**OR**

- (b) Which had a greater impact on the development of the conflict in the Gulf from 1991 to 2003: regional rivalries or international involvement? **25**

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

- (a) Which was more significant in shaping the Arab–Israeli conflict: the 1967 (Six Day) War or the 1973 (Yom Kippur) War? **25**

**OR**

- (b) Why did Israel invade Lebanon in 1978 and 1982? **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.

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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)

- (a) Describe how the State Law and Order Restoration Council was formed. **5**
- (b) Explain the reasons for the ‘Burmese way to Socialism’. Use Source *E* to support your response. **8**

Source *E*

Due to copyright issues, this material cannot be displayed.

Please refer to The Burmese way to 'socialism'  
Allen Fenichel, Azfar Khan, vol 9, issue 9–10, page 12

A FENICHEL and KHAN (1981), *The Burmese Way to Socialism*,  
World Development 9 (9110)

- (c) To what extent did ethnic tensions and separatist uprisings influence the response of the military government from 1990–2010? **12**

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

- (a) Describe the legacy of the 1949 revolution. **5**
- (b) Explain the role of the Red Guards in the Cultural Revolution. Use Source *F* to support your response. **8**

Source *F*

The August 1966 Plenum\* sounded the trumpets for the Great Proletarian Cultural Revolution. Beijing authorised students from ‘Red’ families to form Red Guard organisations. They were to spearhead the purge of ‘capitalist roaders’ at all levels and of old culture in every form ...

\*Plenum      *an assembly of all the members of a group or committee*

C DEITRCH, *People’s China: A Brief History*, 1998  
Reproduced with permission of Oxford University Press through PLSclear

- (c) To what extent did Deng Xiaoping’s economic reforms change Chinese society? **12**

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

- (a) Describe the nature of racial segregation faced by African Americans in the USA. **5**
- (b) Explain the role of Rosa Parks in the development of the Civil Rights movement. Use Source *G* to support your response. **8**

Source *G*

Mrs Rosa Parks was presented to the mass meeting because we wanted her to become symbolic of our protest movement. The appearance of ... [Rosa Parks] created enthusiasm, thereby giving the momentum to the movement. We then heard the resolutions calling for the continuation of the boycott unanimously and enthusiastically adopted by the 7000 individuals both inside and outside the church.

REV RALPH ABERNATHY, '*Recollection of the First Montgomery Improvement Association (MIA) Meeting*', in *Daybreak of Freedom: The Montgomery Bus Boycott, 1997*  
Reproduced by permission of the University of North Carolina Press

- (c) To what extent did changes in social attitudes lead to the successes of the Civil Rights movement? **12**

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

- (a) Describe the reasons for the term the ‘American Century’. **5**
- (b) Explain the role of Gorbachev in the collapse of the Soviet Union. Use Source *H* to support your response. **8**

Source *H*

Under Gorbachev, political, economic, social and foreign policy changes became the order of the day. Each fed off the other, so that reform gained a momentum of its own, and, in the end, control over policy was wrested\* from the centre. Ultimately, the limited transformation which was intended to salvage the socialist system brought its collapse ...

\*wrested      *snatched*

S MOREWOOD (2006), ‘Gorbachev and the Collapse of Communism’,  
*History Today* (20)

Steven Morewood (2006), Gorbachev and the Collapse of Communism, *History Today*,  
London UK, 2006, Vol 20. Reproduced by permission.

- (c) To what extent did new centres of global power challenge US influence internationally between 1989–2011? **12**

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

- (a) Describe the political impact of the nuclear incident at Chernobyl. **5**
- (b) Explain the risks associated with the use of nuclear energy. Use Source *I* to support your response. **8**

Source *I*

The objectives of this Convention are: (i) to achieve and maintain a high level of safety worldwide in spent fuel and radioactive waste management ... (ii) to ensure that during all stages of spent fuel and waste management there are effective defences against potential hazards ... (iii) to prevent accidents with radiological consequences and to mitigate\* their consequences ...

\*mitigate      reduce

United Nations International Atomic Energy Agency (1997)  
Joint convention on the Safety of Spent Fuel and on the  
Safety of Radioactive Waste Management, 1997

Reproduced by permission

- (c) To what extent did issues of proliferation influence the movement towards nuclear disarmament? **12**

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

- (a) Describe the policy of apartheid in practice. **5**
- (b) Explain the problems faced by South Africa in the transition to democracy. Use Source *J* to support your response. **8**

Source *J*

Leaders of the anti-apartheid struggle sought to create a government that reflected the country's diversity, transforming a state long committed to white supremacy into what many began to describe as a 'rainbow nation'. Yet the long history of racism and violence that reached a pinnacle during the 40 years of apartheid left many deep legacies and problems ...

B BROWN and T LONGMAN (2018), *Confronting Apartheid*,  
Boston University Press  
Reproduced by permission

- (c) To what extent did the methods of control used by the South African government influence the international response to apartheid? **12**

**End of paper**

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## Source Booklet

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**Sources  
A – D**

**Source A** (page 2)

**Source B** (page 2)

**Source C** (page 3)

**Source D** (page 3)

### Source A

Extract from P Davies, D Lynch, *The Routledge Companion to Fascism and the Far Right*, Routledge, 2002

In Italy and Germany there is a clear relationship between post-First World War economic malaise\* and the rise of fascist ideas ... Hitler and Mussolini both placed particular emphasis on the economic dimension to Versailles ...

\*malaise      *weakness or discomfort*

© 2002, Reproduced by permission of Taylor and Francis Group, LLC, a division of Informa Plc.

### Source B

R F Holt, A Pickard, *Democracy, Dictatorship, Destruction: Documents of Modern German History 1918–1945*, Longman Cheshire, 1991

Due to copyright issues,  
this material cannot be displayed.

Please refer to: R F Holt, A Pickard,  
*Democracy, Dictatorship, Destruction: Documents of Modern German History 1918–1945*.  
Longman Cheshire, 1991, ISBN:0582663660, page 119.

### Source C

Extract from Nazi Publication, *Der Sturmer*, 1931

The years 1914–1918 involved the destruction of the German Reich's economic preeminence and thus the freedom of German labour. November 1918 did not result in the deposition (overthrow) of the feudal lords to the benefit of the workers. Instead, November brought the defeat of Germany as a state. But the German worker paid a price. His masters today are the irresponsible, faceless, international, big capitalists and the Jews of the banking world ... National Socialism demands a transformation from the utterly unscrupulous\* profit-motivated economy to an economy geared to need.

\*unscrupulous *behaving in a way that is dishonest or unfair to get what you want*

### Source D

Results of the Reichstag Elections, 1928–1933\* from Kennesaw State University Archives  
<https://historymuseum.kennesaw.edu/docs/how-would-you-vote.pdf>

<b>Party Representation in the Reichstag of the Weimar Republic</b>						
<i>Party</i>	<i>May 1928</i>	<i>Sept 1930</i>	<i>July 1932</i>	<i>Nov 1932</i>	<i>Mar 1933</i>	<i>Nov 1933</i>
National Socialist (Nazi)	12	108	230	196	288	661
German National Peoples	78	41	37	51	52	–
German Peoples	45	30	7	11	2	–
Economic	23	23	2	1	–	–
Catholic Center	61	68	75	70	74	–
Bavarian Peoples	17	19	22	20	18	–
State (Democrats)	25	15	4	2	5	–
Social Democrat (Socialist)	153	143	133	121	120	–
Communist	54	77	89	100	81	–
Other Parties	23	53	9	12	7	–
<b>Totals</b>	<b>491</b>	<b>577</b>	<b>608</b>	<b>584</b>	<b>647</b>	<b>661</b>

\*All numbers in the table represent seats in the Reichstag.

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