



NSW Education Standards Authority

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Centre Number

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Student Number

2023 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.

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)

How does Source A reflect the impact of Nazi ideology on religion?

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Do NOT write in this area.

Question 2 (5 marks)

Describe the value of Source *B* for a historian investigating the nature of the dictatorship that emerged in Italy.

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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.

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 the changing relationship with the USA in shaping Australia’s foreign policy and postwar reconstruction? **25**

OR

- (b) Account for the election victory of Robert Menzies and the Coalition in 1949. **25**

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

- (a) How significant was the consolidation of Maoism to the rise of the Chinese Communist Party? **25**

OR

- (b) Account for the differing aims and impacts of the leaderships of Chiang Kai Shek and Mao Zedong. **25**

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

- (a) How significant were economic factors and political instability in undermining Indian democracy during the government of Indira Gandhi? **25**

OR

- (b) Assess the roles played by both Pakistan and communist China in shaping Indian foreign policy. **25**

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

- (a) How significant were religious and regional issues in ending the Suharto era? **25**

OR

- (b) How successful was Indonesia in achieving its foreign policy aims in the period 1945–2005? **25**

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

- (a) How significant was the collapse of party politics to the rise of militarism in the 1930s? **25**

OR

- (b) Assess the impact of ideology on Japanese foreign policy to 1937. **25**

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

- (a) How successful was the economic transformation of the Soviet Union in the period 1928–1941? **25**

OR

- (b) Assess the role of competing visions in shaping Soviet foreign policy to 1941. **25**

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

- (a) Account for the success of the New Deal in addressing the social and economic impacts of the Great Depression. **25**

OR

- (b) How significant was isolationism in shaping the aims and strategies of US foreign policy to 1941? **25**

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

- (a) Account for the rise of opposition to the Shah in the period 1945–1979. **25**

OR

- (b) How significant was the 1979 hostage crisis in shaping relations between Iran and the West? **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) Assess the impact of the 1968 Tet Offensive on US policy towards Vietnam. **25**

OR

- (b) How successful was Pol Pot in achieving his domestic and foreign policy objectives? **25**

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

- (a) How successful was the bombing of Pearl Harbor in achieving Japan's strategic aims? **25**

OR

- (b) Assess the impact of the Battle of the Coral Sea on the course of the Pacific War. **25**

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

- (a) Assess the impact of the war on civilians in Germany and the Nazi-occupied territories. **25**

OR

- (b) How significant were the economic and strategic impacts of the air war on Britain and Germany? **25**

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

- (a) Assess the impact of the policy of containment in shaping the Cold War in the period 1947–1991. **25**

OR

- (b) How significant were crises in relation to Berlin responsible for changing relations between the US and the USSR? **25**

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

- (a) Assess the impact of regionalism and sectarianism in Iraq's attempt to transition to democracy in the period 2003–2011. **25**

OR

- (b) How significant were George W Bush's actions in the origins and development of the Iraq War? **25**

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

- (a) Assess the impact of the Palestinian Liberation Organisation's aims and methods on Israeli and Palestinian communities throughout the Arab–Israeli conflict. **25**

OR

- (b) Account for the obstacles to the peace process in the Arab–Israeli conflict in the period 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)

- (a) Describe how Burma was liberated from Japanese occupation. **5**
- (b) Explain the rise of the military in Burma. **8**
- (c) To what extent was Aung San Suu Kyi central in shaping the international response to events in Burma? Use Source *E* to support your response. **12**

Source *E*

Although most international recognition came to her without her contribution – she was locked in the house arrest while the West deified* her – without her skills that would not have materialized. She knew ... how to win their hearts and minds. This helped her build her position as the intermediary between the Western world and Burma.

M LUBINA
A Lioness Turned into a Fox
Polish Political Science Yearbook, Vol 49 (2), 2020
<https://doi.org/10.15804/psy2020203>

* deified *to consider someone or something to be so important that they are almost like a god*

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

- (a) Describe the role of Hua Guofeng in the removal of the Gang of Four. **5**
- (b) Explain the reasons for the flight of Lin Biao. **8**
- (c) To what extent were demands for democracy responsible for the Tiananmen Square protests? Use Source *F* to support your response. **12**

Source *F*

The students were ostensibly mourning the death ... of Mr Hu, whom they regarded as a protector of intellectuals. But the mourning seemed overshadowed by displays of protest.

“We want democracy,” explained a radio electronics student from Beijing University as he walked his bicycle with the other marchers. “Hu Yaobang’s death is not the reason for the demonstration. It is the excuse.”

NICHOLAS KRISTOF
Chinese Students March for Democracy
The New York Times, 18 April 1989

From *The New York Times*. © *The New York Times*, April 18, 1989,
Chinese Students March for Democracy by Nicholas D Kristof.
The New York Times Company. All rights reserved. Used under license.

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

- (a) Describe the formation and role of ONE civil rights group. **5**
- (b) Explain the role of the Mississippi Freedom Summer (1964) in shaping the Civil Rights Movement. **8**
- (c) To what extent did the leadership of Malcolm X progress the Civil Rights Movement? Use Source G to support your response. **12**

Source G

The leader most closely linked to Malcolm in life and death was, of course, King ... King was rarely identified as a representative of ghetto blacks. In the decades following his assassination, he became associated with images of largely rural and small-town South. Malcolm, conversely, was a product of the modern ghetto ... by the 1960s the overwhelming majority of African Americans lived in large cities, the conditions that defined their existence were more closely linked to what Malcolm spoke about than what King represented. Consequently, he was able to establish a strong audience among urban blacks, who perceived passive resistance as an insufficient tool for dismantling institutional racism.

M MARABLE
Malcolm X: A Life of Reinvention, 2011

Reprinted by permission of Penguin Books Limited

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

- (a) Describe the influence of ONE non-state actor on post-Cold War global history. **5**
- (b) Explain the role of the Russian Federation in shaping post-Soviet societies to 2011. **8**
- (c) To what extent did US foreign policy successfully deal with the challenges it faced from 1991 to 2011? Use Source *H* to support your response. **12**

Source *H*

The peak period of American hegemony* lasted less than 20 years, from the fall of the Berlin Wall in 1989 to the financial crisis of 2007–2009. The country was dominant in many domains of power – military, economic, political and cultural ... America overestimated the effectiveness of military power to bring about deep political change, even as it underestimated the impact of its free-market economic model on global finance. The decade ended with its troops bogged down in two counterinsurgency wars, and a financial crisis that accentuated the inequalities American-led globalisation had brought about.

FRANCIS FUKUYAMA
'Francis Fukuyama on the end of American hegemony'
The Economist, 2021
Courtesy of *The Economist*

* hegemony *leadership or dominance*

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

- (a) Describe the contributions the nuclear age has made to both medicine and energy. **5**
- (b) Explain the reasons for Truman’s decision to use atomic weapons. **8**
- (c) Assess the social and political impacts of the nuclear weapons testing conducted by both Britain and France. Use Source *I* to support your response. **12**

Source *I*

It wasn’t long after that a black smoke come through. A strange black smoke, it was shiny and oily. A few hours later we all got crook, every one of us. We were all vomiting; we had diarrhoea, skin rashes and sore eyes. I had really sore eyes. They were so sore I couldn’t open them for two or three weeks. Some of the older people, they died. They were too weak to survive all the sickness.

YAMI LESTER, a Yankunytjatjara elder from South Australia

T RUFF and D HAWKINS

‘315 nuclear bombs and ongoing suffering: the shameful history of nuclear testing in Australia and the Pacific’

The Conversation, 2020

© The Conversation Media Group Ltd

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

- (a) Describe the role of Nelson Mandela as the leader of Umkhonto we Sizwe. **5**
- (b) Explain the changing nature of relations between South Africa and its neighbours. **8**
- (c) To what extent did the Black Consciousness Movement contribute to the end of Apartheid? Use Source *J* to support your response. **12**

Source *J*

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Due to copyright issues, the material cannot be displayed.
Please refer to *I Write What I Like* by Steve Biko, Heinemann 1978,
ISBN: 0435905988, p29. 'The first step... Black Consciousness'.

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Modern History

Source Booklet

**Sources
A – D**

Source A (page 2)

Source B (page 2)

Source C (page 3)

Source D (page 3)

Source A

Extract from W L Shirer (1960), *The Rise and Fall of the Third Reich*, Simon and Schuster

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The Rise and Fall of the Third Reich – A History of Nazi Germany.
ISBN: 9780099421764 – Published by Simon & Schuster(1960) Page 240

Source B

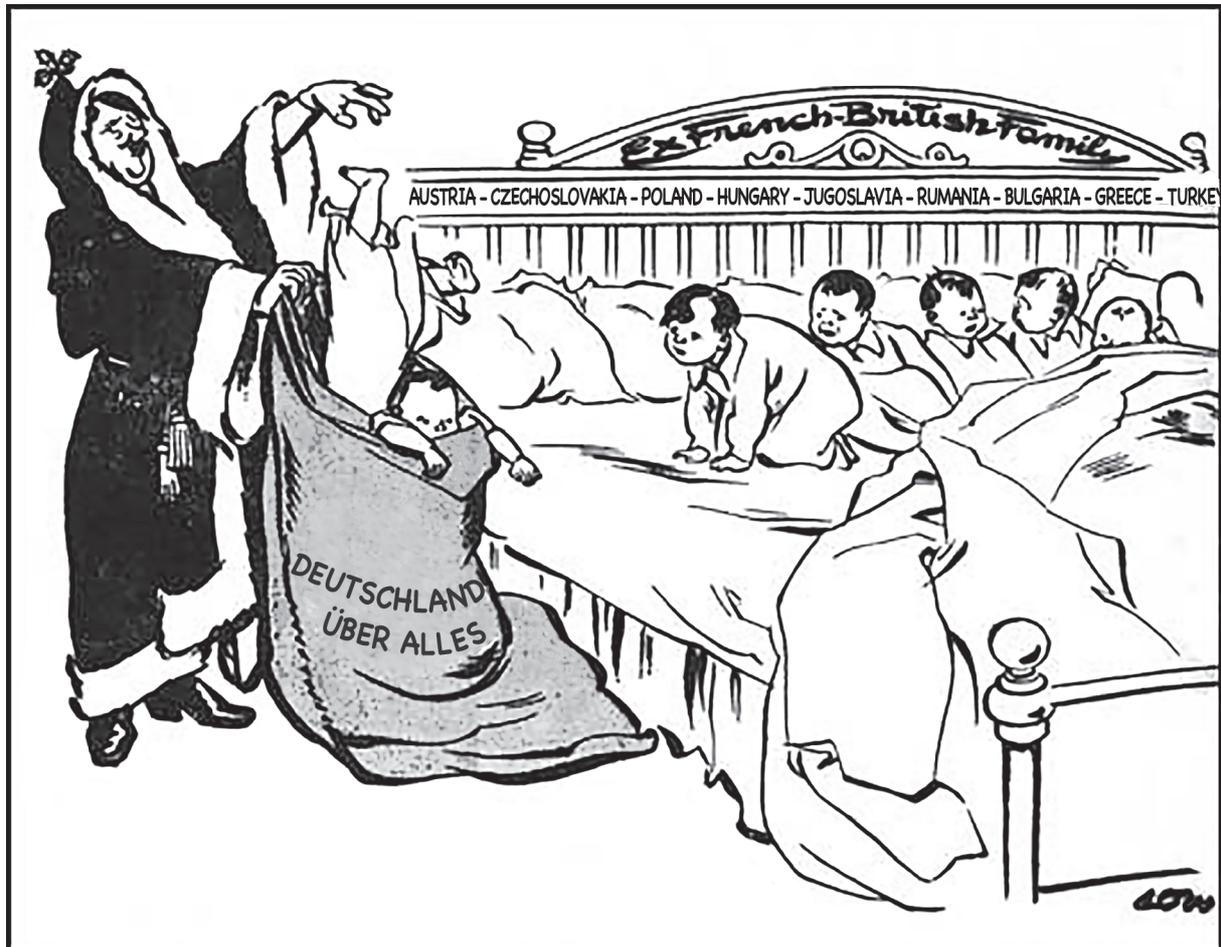
Photograph of Mussolini greeting the fascist militia in the Colosseum, Rome, in 1930



Hulton Deutsch, Corbis Historical- Mussolini Greets the Fascist Militia, 1930 via Getty Images

Source C

Cartoon by David Low, *Evening Standard* newspaper, 10 October 1938



* Deutschland Über Alles

Germany above all

© David Low

Source D

Extract from *Three Power Pact Between Germany, Italy and Japan*, signed in Berlin, 27 September 1940

The Governments of Japan, Germany and Italy consider it the prerequisite of a lasting peace that every nation in the world shall receive the space to which it is entitled. They have, therefore, decided to stand by and co-operate with one another in their efforts in the regions of Europe and Greater East Asia respectively. In doing this it is their prime purpose to establish and maintain a new order of things, calculated to promote the mutual prosperity and welfare of the peoples concerned.

It is, furthermore, the desire of the three Governments to extend co-operation to nations in other spheres of the world who are inclined to direct their efforts along lines similar to their own for the purpose of realising their ultimate object, world peace.

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