MA99 EDUCATION

Modern History: Practice Paper 1 01

NSW MODERN HISTORY STAGE 6 SYLLABUS 2017 FOR HSC 2027

1. Instructions

General instructions

- Reading time: 5 minutes. Working time: 3 hours.
- Write using black pen.
- Answer the short questions, which show ruled lines, in the spaces provided. Answer every question worth 12 marks or more, and the extended responses in Sections II and III, in a separate writing booklet, a new booklet for each section. These questions have no lines.
- Allow about 45 minutes for each section: 100 marks in 180 minutes is 1.8 minutes a mark.
- Section V is an extra Core extension of 29 marks, not part of the 100 marks: sit it separately and allow about 50 minutes.
- In Sections II and III, marks are awarded for relevant illustrative information, knowledge and understanding of the course, and a sustained, logical and cohesive response.



Figure 1 · How the marks are spread. Sections I to IV carry 100 marks, one quarter each, so none deserves more than 45 minutes. Section V is an extra 29 marks.

2. Section I · Core: Power and Authority in the Modern World, 1919 to 1946

25 marks. Attempt Questions 1 to 4. Use Sources A to C. Allow about 45 minutes.

Sources for Section I

Sources are described rather than reproduced. Where a source was invented for this paper, it says so.

Source A. Leonard Raven-Hill, “The Gap in the Bridge”, Punch, 10 December 1919 (described, not reproduced). It shows the statesmen at Versailles who have built a bridge of peace with its keystone missing; the keystone is labelled with the name of the United States of America, and it lies out of their reach.

Source B. Invented for this paper. A described extract from a 1919 editorial in a London daily newspaper, arguing that the reparations bill imposed on Germany was so large that it risked ruining the very trade on which Britain’s own recovery depended.

Source C. A table of changes in League of Nations membership, compiled for this paper.

YEAR	CHANGE IN LEAGUE MEMBERSHIP
1920	League founded without the United States, whose Senate did not ratify the Treaty
1926	Germany admitted, with a permanent seat on the Council
1933	Japan gives notice of withdrawal after the Lytton Report; Germany withdraws

YEAR	CHANGE IN LEAGUE MEMBERSHIP
1934	The Soviet Union admitted
1937	Italy withdraws after the Abyssinian crisis
1939	The Soviet Union expelled after invading Finland

Question 1

2 MARKS

Using Source A, identify the criticism the cartoonist is making of the Treaty of Versailles.

Question 2

3 MARKS

Using Source B, explain the concern the editorial raises about the economic terms imposed on Germany.

Question 3

5 MARKS

Using Source C and your own knowledge, explain why the withdrawal of member states weakened the League of Nations during the 1930s.

Question 4

15 MARKS

To what extent do Sources A to C support the view that the peace settlement of 1919 contained the seeds of its own failure? In your answer, use Sources A to C and your own knowledge.

Write your response in a separate writing booklet.

3. Section II · National Study, extended response

25 marks. Attempt either part (a) or part (b) of Question 5. Allow about 45 minutes. About 1000 words.

Question 5 (a)

25 MARKS

To what extent was Stalin's victory in the leadership struggle after Lenin's death the result of his own political skill, rather than the weaknesses of his rivals?

OR

Question 5 (b)

25 MARKS

Assess the reasons the Bolsheviks were able to consolidate their power between October 1917 and 1924.

Write your response in a separate writing booklet.

4. Section III · Peace and Conflict, extended response

25 marks. Attempt either part (a) or part (b) of Question 6. Allow about 45 minutes. About 1000 words.

Question 6 (a)

25 MARKS

Assess the impact of the strategy of Vietnamisation on the course of the war in Vietnam between 1969 and 1973.

OR

Question 6 (b)

25 MARKS

To what extent was Australia's involvement in the Vietnam War driven by the policy of forward defence?

Write your response in a separate writing booklet.

5. Section IV · Change in the Modern World: Civil Rights in the USA, 1945 to 1968

25 marks. Attempt all parts of Question 7. Allow about 45 minutes.

Question 7 (a)

4 MARKS

Explain the significance of the Supreme Court decision in Brown v Board of Education of Topeka, 1954, for the civil rights movement.

Question 7 (b)

4 MARKS

Explain how non-violent direct action, such as the Montgomery bus boycott of 1955 to 1956, was used to challenge segregation.

Question 7 (c)

5 MARKS

Assess the role of Martin Luther King in the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

Question 7 (d)

12 MARKS

To what extent had the aims of the civil rights movement been achieved by 1968?

Write your response in a separate writing booklet.

End of paper.

Attempt record

Date each attempt and record the four section marks separately. A single total out of 100 hides which section is costing you. Note one change for the next attempt.

DATE	I	II	III	IV	TOTAL OUT OF 100	V (EXTRA)	THE ONE CHANGE I AM MAKING

6. Section V · Core extension: more source and extended questions

29 marks. Attempt Questions 8 to 11. Allow about 50 minutes. This section is additional to the 100 mark paper above.

About this section

Section V adds Core questions on the regimes, the control and impact of Nazi rule, opposition, the road to war and the League and the United Nations. Sit it separately from Sections I to IV and mark it on its own. Where a source says Written for MA99 it is invented for practice; every other source is real, named and dated.

Source D. Reichstag vote on the Enabling Act, 23 March 1933. Real figures, as reported by the United States Holocaust Memorial Museum.

RESULT	VOTES
For the Act	444
Against the Act (all Social Democrats)	94
Total votes cast	538

Not counted: 81 Communist deputies, arrested, in hiding or barred from the chamber after the fire decree; Goering left them out of the quorum. Armed SA men stood in and around the chamber.

Question 8

6 MARKS

Using Source D and your own knowledge, explain how the Reichstag Fire Decree of 28 February 1933 made it easier for the Nazi government to obtain the Enabling Act.

Question 9

5 MARKS

Explain how the Munich Agreement of September 1938 and the German-Soviet Pact of August 1939 each helped to bring about war in Europe.

Source E. League of Nations Covenant, Article 16 (1919). If a member went to war in breach of the Covenant, other members would cut off trade and finance with it, and the Council had the duty "to recommend to the several Governments concerned what effective military, naval or air force" members should contribute.

Source F. Charter of the United Nations, Article 42 (1945). The Security Council "may take such action by air, sea, or land forces as may be necessary" to maintain or restore peace.

Question 10

6 MARKS

Using Sources E and F, compare the powers of the League of Nations and the United Nations to act against an aggressor, and explain one limit on the power of the Security Council.

Source G. Plebiscite of 19 August 1934, held after Hindenburg's death and Hitler's merger of the offices of President and Chancellor: about 90 per cent approval on a turnout of about 95 per cent. The United States Holocaust Memorial Museum states that the vote was neither free nor fair.

Source H. German Historical Museum (LeMO): Essen, a city of 650,000 people, had only 43 Gestapo officers in 1937.

Source I. German Historical Museum (LeMO) on Strength Through Joy (KdF): by 1939 it had sold 43 million trips, 7 million of them holidays. A cruise to Madeira cost 120 Reichsmarks when a worker earned about 150 a month.

Question 11

12 MARKS

To what extent did the Nazi regime depend on coercion rather than consent between 1933 and 1939? In your answer use Sources G to I and your own knowledge.

Write your response in a separate writing booklet.

7. Marking guidance

Mark the paper after you have sat it under timed conditions. What follows is indicative content, what a full mark answer uses, and MA99's own criteria written in the style of HSC marking guidelines. A response can earn full marks with other relevant evidence.

7.1 Section I

Q	MARKS	WHAT A FULL MARK ANSWER CONTAINS
1	2	The missing keystone: the United States, whose President had designed the settlement, did not join the League, so the peace lacks the support that would hold it together (2).
2	3	The reparations bill is so large that it would ruin German trade, and with it the trade Britain's recovery needed (2); the concern Keynes made famous in 1919 (1).
3	5	Japan and Germany left in 1933 and Italy in 1937: the League lost great powers that were also the aggressors, so it could not restrain them, its sanctions lost force, and it became a body of the status quo powers; the Soviet Union's expulsion in 1939 completed the collapse (5).
4	15	Uses all three sources as evidence, not illustration: the missing United States (A), the economic burden and German resentment (B), the League's shrinking membership (C). Own knowledge: war guilt and reparations, the 100,000 man army, lost territory, the Rhineland, the League's structural weaknesses, the Depression and the choices of the aggressor states. The judgement says how far the seeds were in the settlement and how far in the decisions of the 1930s.

Criteria for Question 4, 15 marks

MARKS	CRITERIA
13 to 15	Answers the question directly with a sustained judgement. Detailed and accurate evidence, factors weighed against each other, precise terms.
10 to 12	A judgement supported by accurate evidence, with some weighing of factors.
7 to 9	Some explanation with relevant evidence; the judgement is thin.
4 to 6	Mainly description with some relevant information.
1 to 3	Limited or general information.

7.2 Section II

Q	MARKS	INDICATIVE CONTENT, AND WHAT THE JUDGEMENT MUST WEIGH
5 (a)	25	Stalin's skill: the General Secretary's control of appointments, shifting alliances, the appeal of socialism in one country. Rivals' weaknesses: Trotsky's arrogance and misjudgements, Zinoviev and Kamenev underestimating Stalin, Bukharin's late realisation, Lenin's Testament not published. The judgement shows how skill exploited weakness.
5 (b)	25	Terror and the Cheka; the dissolution of the Constituent Assembly (January 1918); Brest-Litovsk and the end of the war; victory in the Civil War; War Communism then the NEP; the ban on factions (1921) and the one party state; the constitution of 1924. The judgement names the decisive factor.

7.3 Section III

Q	MARKS	INDICATIVE CONTENT, AND WHAT THE JUDGEMENT MUST WEIGH
6 (a)	25	Vietnamisation from 1969: withdrawal of United States troops (from over 500,000 in 1969) and a larger South Vietnamese army; the incursions into Cambodia (1970) and Laos (1971); the Easter Offensive of 1972 held with United States air power; the Paris Peace Accords of January 1973. Impact: reduced United States casualties and domestic pressure, but the South's army depended on United States air power and the war was not won.

Q	MARKS	INDICATIVE CONTENT, AND WHAT THE JUDGEMENT MUST WEIGH
6 (b)	25	Forward defence: fighting Communism in Asia before it reached Australia, within the ANZUS alliance and SEATO. Other drivers to weigh: the alliance with the United States as insurance, domestic politics and anti Communism, the Menzies government's choices. Advisers from 1962, a battalion from 1965, conscripts from 1966. The judgement says how far forward defence was the driver.

Criteria for Sections II and III, 25 marks

MARKS	CRITERIA
21 to 25	Sustained, logical and cohesive response that answers the question directly and defends a clear judgement. Detailed, accurate and relevant knowledge, well chosen evidence, and precise historical terms. Historians' views are used where they help the argument.
16 to 20	Logical response with a judgement. Accurate knowledge and relevant evidence, mostly sustained, with some analysis of the factors against each other.
11 to 15	Some analysis, with generally accurate knowledge and some evidence. Tends to narrate, and the judgement is stated rather than argued.
6 to 10	Mainly narrative or descriptive. Some relevant information and limited judgement.
1 to 5	Limited, general or inaccurate information.

7.4 Section IV

Q	MARKS	WHAT A FULL MARK ANSWER CONTAINS
7 (a)	4	The unanimous ruling of 17 May 1954 that segregated schools were unconstitutional, overturning separate but equal in education; significance: legal and moral authority for the movement, and the backlash of massive resistance that followed.
7 (b)	4	The boycott of December 1955 to December 1956: mass refusal to ride, car pools, the Montgomery Improvement Association, King's leadership; it ended with the Supreme Court upholding Browder v Gayle and became the model for later campaigns.
7 (c)	5	King's leadership of Birmingham and the March on Washington (1963) and of Selma (1965), and his relationship with Kennedy and Johnson; weighed against Johnson's political skill, grassroots organisations such as SNCC, and the Congressional arithmetic.
7 (d)	12	Aims: an end to legal segregation, voting rights, equal opportunity, economic justice. Achieved: Brown, the 1964, 1965 and 1968 Acts. Not achieved: de facto segregation, poverty and unemployment, urban unrest, and a movement divided by 1968. The judgement distinguishes legal from social and economic change.

Criteria for Question 7 (d), 12 marks

MARKS	CRITERIA
10 to 12	Answers the question directly with a sustained judgement, supported by detailed and accurate evidence.
7 to 9	A judgement supported by relevant evidence, with some analysis.
4 to 6	Some relevant information, mainly descriptive.
1 to 3	Limited or general information.

7.5 Section V

Q	MARKS	WHAT A FULL MARK ANSWER CONTAINS
8	6	Source D: 444 votes to 94, about 82.5 per cent of the votes cast, and only the Social Democrats voted against (1); The 81 Communist deputies could not vote because they had been arrested or driven into hiding under the fire decree (1); The decree, signed on 28 February, the day after the fire, suspended personal liberty, free expression and assembly, so police could arrest opponents without charge (1); SA men stood in and around the chamber, so the vote was taken under intimidation (1); The Act let the government make laws without the Reichstag, including laws that departed from the constitution (1); Judgement: the decree gave a dictatorship the appearance of legality, because the vote counted a chamber from which opponents were absent or frightened (1).
9	5	Munich, 29 to 30 September 1938: Hitler, Mussolini, Chamberlain and Daladier agreed that the Sudetenland would go to Germany, with evacuation starting on 1 October and finishing by 10 October (1); Czechoslovakia and the Soviet Union were not invited; Britain and France guaranteed the rest of the Czechoslovak state (1); Germany occupied the rest of Bohemia and Moravia on 15 March 1939, showing that concessions had not satisfied Hitler (1); The Pact of 23 August 1939 was a public ten year non-aggression pact with a secret protocol dividing eastern Europe, which freed Germany to attack Poland without fear of Soviet action (1); Germany invaded Poland on 1 September 1939 and Britain and France declared war on 3 September (1).
10	6	Source E: under the Covenant the Council could only recommend what armed force members should contribute; it could not order it (1); Sanctions under Article 16 were applied by each member for itself (1); Council and Assembly decisions needed the agreement of all members represented (Article 5) (1); Source F: the Security Council itself may decide on armed action under Article 42, and on measures short of force under Article 41 (1); Limit: Article 27 required seven votes (nine since 1965) including the concurring votes of the permanent members, so Britain, China, France, the Soviet Union or the United States can veto (1); Judgement: the UN is stronger on paper, and the great powers, including the United States, were inside it from the start, but it still depends on their agreement (1).
11	12	Source G shows high approval in a vote that was not free, so it is weak proof of consent and strong proof of a regime that staged consent. Source H: 650,000 divided by 43 is about 15,100 residents for each Gestapo officer, which shows terror was not everywhere and depended on informers and denunciations. Source I: 7 of 43 million trips is 16 per cent holidays, and a 120 Reichsmark cruise cost 80 per cent of a month's pay, so rewards were real but out of reach for many. Own knowledge: Reichstag Fire Decree, Enabling Act, Dachau from 22 March 1933, unions destroyed in May 1933, the Night of the Long Knives, Hitler Youth, rising employment, rearmament. The judgement must weigh coercion against consent and say which held the regime together.

Criteria for Question 11, 12 marks

MARKS	CRITERIA
10 to 12	Answers the question directly with a sustained judgement, using the sources and detailed, accurate own knowledge.
7 to 9	A judgement supported by relevant evidence from the sources and own knowledge, with some analysis.
4 to 6	Some relevant information, mainly descriptive, with limited use of the sources.
1 to 3	Limited or general information.

7.6 After you mark it

WHERE THE MARKS WENT	WHAT TO DO NEXT
Section I, questions 1 to 3	Source Skills, section 2, then its twelve minute drill. Most lost marks here are a verb read wrongly.
Section I, question 4	The Core Exemplar: compare your judgement sentence with its introduction, then rewrite yours.
Sections II and III	The Exemplar for that topic. Put your thesis beside its introduction and check that yours answers the question as set.
Section IV	The Topic Notes timeline figure. Most lost marks in the short parts are missing dates, names and specific evidence.
Section V	The Core Topic Notes, sections 9 to 15 (the regimes, control, impact, opposition, the road to war, the League and the UN). Rewrite the answer with each source named and used as evidence.

> One change per paper. Write it in the tracker before you close the booklet, and make only that change next time.

About this resource

MA99 EDUCATION

Scope

NSW Modern History, Year 12. Written to the NSW Modern History Stage 6 Syllabus (2017), all four components, for students sitting the HSC in 2027. A new Modern History syllabus is first examined in HSC 2028. Every worked context uses the historical record, with every source quotation of fifteen words or fewer and every invented illustrative source labelled as invented, and every number was recomputed from its inputs before printing.

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