MA99 EDUCATION

Modern History: Practice Paper 1 01

NSW MODERN HISTORY 11-12 SYLLABUS 2024 FOR HSC 2028 AND LATER

1. Instructions

A complete Year 11 yearly examination in four sections of 25 marks, the same shape as the HSC paper you will sit in 2028. Section I tests the nature of modern history through sources. Section II tests both case studies. Section III tests The First World War. Section IV hands you a set of sources you have never studied, on the cholera outbreak in London in 1854, and tests the historical concepts and skills that run through the whole course. Complete it under timed conditions before reading the marking guidance.

General instructions

- Reading time: 10 minutes. Working time: 3 hours.
- Write using black pen.
- Attempt Questions 1 to 6. In Question 2, answer ONE alternative only: the one for the option of The nature of modern history your school studied.
- Answer the short parts in the spaces provided. Answer Question 2, Question 5 (c) and Question 6 (d) in a separate writing booklet, or on lined paper.
- Use the sources and your own knowledge wherever a question asks for both.

Total marks: 100

Section I, 25 marks. The nature of modern history. Attempt Questions 1 and 2. Allow about 45 minutes. Section II, 25 marks. Case studies. Attempt Questions 3 and 4. Allow about 45 minutes. Section III, 25 marks. The shaping of the modern world: The First World War. Attempt Question 5. Allow about 45 minutes. Section IV, 25 marks. Historical concepts and skills: an unseen source set. Attempt Question 6. Allow about 45 minutes.



Figure 1 · How the 100 marks are split across the four sections. Three hours for 100 marks is 1.8 minutes a mark, so each section earns 45 minutes.

The sources in this paper

Every source is real and attributed. Quotations are short, exact and checked against the published or archival text named beside them. Two interpretations in Section III are labelled “a summary written for MA99”: they state a historian’s argument in MA99’s words and are not quotations. Dates in Russia before February 1918 are in the Russian (Old Style) calendar unless the source line says otherwise. Full references are listed at the end of the marking guidance.

PART OF THE PAPER	MARKS	MINUTES	FINISH BY (IF YOU START AT 9.00)
Reading time	0	10	9.10
Section I	25	45	9.55

PART OF THE PAPER	MARKS	MINUTES	FINISH BY (IF YOU START AT 9.00)
Section II	25	45	10.40
Section III	25	45	11.25
Section IV	25	45	12.10

2. Section I · The nature of modern history

Section I

25 marks. Attempt Questions 1 and 2. Allow about 45 minutes for this section: about 23 minutes for Question 1 and 22 for Question 2. Question 1 is for every student. In Question 2, answer the alternative for the option your school studied.

Question 1 uses three sources on one theme: Gallipoli reported, written and remembered.

Source A: the first reports of the landing, 1915

The historian K. S. Inglis on the first accounts of the landing at Gallipoli that Australians read. The report published in Australian newspapers on 8 May 1915 was by the English correspondent Ellis Ashmead-Bartlett; the Australian correspondent Charles Bean's first dispatch was held up by British authorities in Alexandria until 13 May. Inglis writes: "The English reporter betrayed surprise that untrained colonials had done so well; Bean was seeing what he hoped confidently to see".

K. S. Inglis, "Bean, Charles Edwin (1879 to 1968)", Australian Dictionary of Biography, volume 7, Melbourne University Press, 1979 (online edition, Australian National University).

Source B: the official historian

Charles Bean became Australia's official war historian and the editor of the multi-volume Official History of Australia in the War of 1914 to 1918, published from 1921. Inglis records that in France Bean decided "the only memorial which could be worthy of them" was "the bare and uncoloured story of their part in the war". Bean's two volumes on Gallipoli, The Story of Anzac, ended with the declaration "it was on the 25th of April, 1915, that the consciousness of Australian nationhood was born". At Bean's request the history was not censored, and by 1942 about 150,000 copies had been sold.

Quotations as given in K. S. Inglis, "Bean, Charles Edwin", Australian Dictionary of Biography, volume 7, 1979.

Source C: three short extracts on one inscription

- **C1.** From the inscription on the Kemal Atatürk Memorial, Anzac Parade, Canberra, built in 1985: "There is no difference between the Johnnies and the Mehmets to us where they lie side by side here in this country of ours".
- **C2.** The Australian War Memorial's encyclopedia entry on Atatürk introduces the words with the sentence: "A moving tribute to the Anzacs killed at Gallipoli is often attributed to Atatürk in 1934".
- **C3.** The translation scholar Anthony Pym, in a 2016 journal article on the text, writes: "The historical authorship of the text has been contested".

C1 and C2: Australian War Memorial, "Atatürk (Mustafa Kemal)", encyclopedia entry, last updated 31 October 2023. C3: Anthony Pym, "On the passage of transcendent messages: Johnnies and Mehmets", FORUM, volume 14, number 1, 2016, abstract.

Question 1

13 MARKS

(a) Using Source A, explain why the first two published accounts of the landing at Gallipoli differed. (3 marks)

(b) Assess the usefulness of Source B for a historian investigating how Australians came to remember Gallipoli. (4 marks)

(c) Using Source C, explain why historians must investigate the authorship of a source before using it as evidence. In your answer, explain what the inscription in C1 remains useful for, whoever wrote its words. (6 marks)

Question 2

12 MARKS

Answer ONE of (a), (b), (c) or (d): the alternative for the option your school studied. Refer to real, dated examples you have studied.

EITHER (a) The investigation of historic sites and sources Assess the importance of archives, including the digitisation of archival records, to historians of modern history.

OR (b) The contestability of the past Evaluate the problems historians face in establishing the authenticity and reliability of sources. Refer to at least TWO inquiries you have studied.

OR (c) The construction of modern histories Assess the strengths and limits of TWO different types of history for understanding the past. Choose from narrative history, oral history, biography, social and cultural history, military history and counterfactual history.

OR (d) The representation and commemoration of the past Assess the nature and role of official histories in shaping how a nation remembers its past.

Write your response in a separate writing booklet.

3. Section II · Case studies

Section II

25 marks. Attempt Questions 3 and 4. Allow about 45 minutes: 23 for Question 3 and 22 for Question 4. Question 3 is on the List A case study, The decline and fall of the Romanov dynasty. Question 4 is on the List B case study, The Meiji Restoration.

Sources D and E: two extracts from one lecture

Source D. The workers' petition carried to the Winter Palace on 9 January 1905, as quoted by Lenin twelve years later: "Sire, do not refuse aid to Thy people! Demolish the wall that separates Thee from Thy people." It ends: "We have only two roads: freedom and happiness, or the grave."

Source E. In the same lecture Lenin gave these figures for strikers in the Russian Empire:

PERIOD	STRIKERS
Average year, 1895 to 1904	43,000
January 1905 alone	440,000
The whole of 1905	2,800,000

He added that the 1905 total was "more than two times the number of factory workers in the country".

V. I. Lenin, "Lecture on the 1905 Revolution", delivered in German to a meeting of young workers in Zurich, 9 (22) January 1917, the twelfth anniversary of Bloody Sunday. English translation, Lenin, Collected Works, volume 23, Progress Publishers, Moscow, 1964 (Marxists Internet Archive).

Question 3

13 MARKS

(a) What does Source D reveal about the workers' attitude to Nicholas II in January 1905? (3 marks)

(b) Using Source E, calculate how many times greater the number of strikers in 1905 was than in an average year from 1895 to 1904. Then explain ONE limitation of these figures as evidence. (4 marks)

(c) Explain why the Romanov regime survived the 1905 Revolution. (6 marks)

Sources F and G: the end of isolation, 1853 and 1854

Source F. Commodore Matthew Perry's own letter, delivered with President Fillmore's: "Many of the large ships-of-war destined to visit Japan have not yet arrived in these seas, though they are hourly expected". Perry had "brought but four of the smaller ones, designing, should it become necessary, to return to Yedo in the ensuing spring with a much larger force."

M. C. Perry to the Emperor of Japan, written on board the United States steam frigate Susquehanna, 7 July 1853, as printed in F. L. Hawks, Narrative of the Expedition of an American Squadron to the China Seas and Japan, volume 1, 1856, pages 258 to 259.

Source G. The Japanese government's written answer, handed to Perry on his return in March 1854, in the English translation made for the Americans: "for us to continue attached to the ancient laws, seems to misunderstand the spirit of the age; however, we are governed now by imperative necessity." The answer also says that "his Majesty the former Emperor was sick, and is now dead".

Translation of answer to the letter of the President, March 1854, as printed in Hawks, Narrative, volume 1, 1856, pages 349 to 350.

Question 4

12 MARKS

(a) Using Source F, outline the methods Perry used to persuade Japan to end its isolation. (3 marks)

(b) Using Source G and your own knowledge, explain why the Tokugawa government agreed to American demands in 1854. (4 marks)

(c) Explain how the end of isolation contributed to the fall of the Tokugawa Shogunate between 1853 and 1868. (5 marks)

4. Section III · The First World War

Section III

25 marks. Attempt Question 5. Allow about 45 minutes for this section: about 7 minutes for (a), 10 for (b) and 28 for (c), including four minutes to plan.

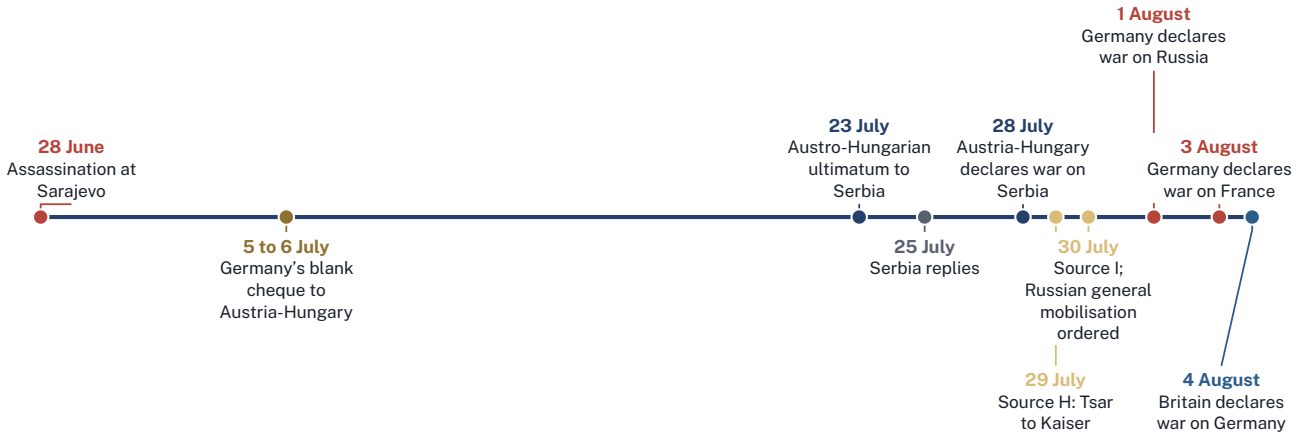


Figure 2 · The July Crisis, 1914, and where Sources H and I fall in it. Dates are in the Western calendar.

Sources H and I: two telegrams from Nicholas II to Wilhelm II

Source H. 29 July 1914, 1.00 am: "… I shall be overwhelmed by the pressure forced upon me and be forced to take extreme measures which will lead to war."

Source I. 30 July 1914, 1.20 am: "The military measures which have now come into force were decided five days ago for reasons of defence on account of Austria's preparations."

Telegrams of Tsar Nicholas II to Kaiser Wilhelm II, his cousin, sent in English and signed "Nicky". Text as published in the World War I Document Archive (Brigham Young University Library), "The Willy-Nicky Telegrams", from the edition of Isaac Don Levine, 1920.

Interpretations J and K: who was responsible for the war?

Interpretation J: a summary written for MA99. Using German government archives, Fritz Fischer argued that Germany's leaders wanted Germany to become the dominant power in Europe, and that in July 1914 they encouraged Austria-Hungary and knowingly accepted the risk of a general European war to achieve it. Germany therefore bore the main share of responsibility for the war.

A summary of the argument of Fritz Fischer, Griff nach der Weltmacht, 1961 (in English, Germany's Aims in the First World War, 1967). These are not Fischer's words.

Interpretation K: a summary written for MA99. Christopher Clark argued that no single power caused the war. Leaders in Vienna, Belgrade, St Petersburg, Paris and London, as well as Berlin, each took risks in July 1914 without seeing where they would lead. The title of his book calls them sleepwalkers.

A summary of the argument of Christopher Clark, The Sleepwalkers: How Europe Went to War in 1914, 2012. These are not Clark's words.

Question 5

25 MARKS

(a) Outline how militarism contributed to Great Power rivalry before 1914. (4 marks)

(b) Assess the usefulness of Sources H and I for a historian investigating Russia's decision to mobilise in July 1914. (6 marks)

(c) Evaluate Interpretations J and K as explanations of the outbreak of war in 1914. In your answer, use your own knowledge. (15 marks)

Write your response in a separate writing booklet.

5. Section IV · Historical concepts and skills: an unseen source set

Section IV

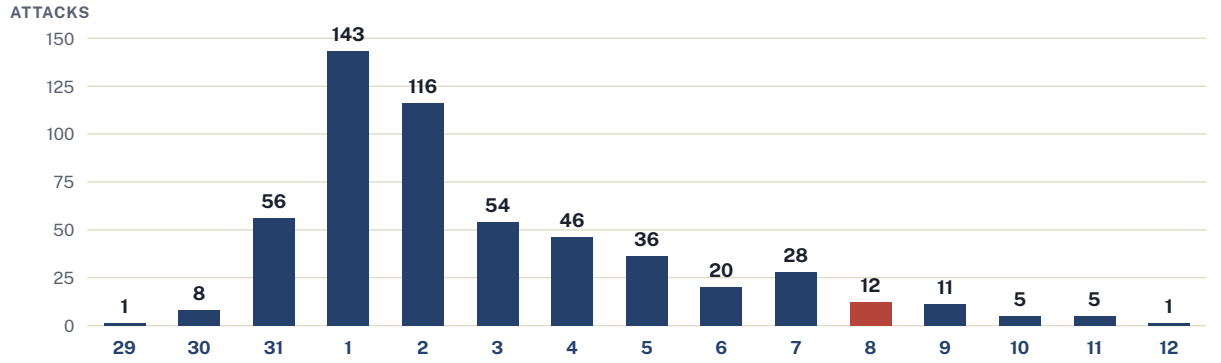
25 marks. Attempt Question 6. Allow about 45 minutes for this section: 10 minutes to read the sources, then about 5 minutes for (a), 6 for (b), 9 for (c) and 15 for (d). You are not expected to have studied the cholera outbreak of 1854. Every part can be answered from the sources and your knowledge of how historians work. Where a part asks you to use the sources, refer to them by letter.

Background, written for MA99

At the end of August 1854 cholera broke out around Broad Street, Golden Square, in the London parish of St James, Westminster. Most doctors and officials of the time believed that cholera spread through a poisoned atmosphere. The London doctor John Snow argued instead that it spread through water contaminated by the evacuations of cholera patients, and he suspected the public pump in Broad Street. Snow wrote that there were "upwards of five hundred fatal attacks of cholera in ten days" close to the pump.

The unseen source set has six sources on the cholera outbreak of 1854 and the arguments about its cause.

SOURCE L · FATAL ATTACKS OF CHOLERA EACH DAY, 29 AUGUST TO 12 SEPTEMBER 1854



Source: John Snow, On the Mode of Communication of Cholera, 2nd edition, London, 1855, Table I. Days 29 to 31 are in August; 1 to 12 in September.

Figure 3 · Source L: fatal attacks of cholera each day near Broad Street, from Snow's table of the outbreak. The red column is 8 September, the day the pump handle was removed (Source M). Snow's table runs from 19 August to 30 September and adds 45 attacks whose date was unknown: 616 in all.

Source M: Snow on the pump handle, 1855

Snow wrote: "I had an interview with the Board of Guardians of St. James's parish, on the evening of Thursday, 7th September". He went on: "In consequence of what I said, the handle of the pump was removed on the following day."

He also wrote that "the mortality was much diminished, as I said before, by the flight of the population", and admitted that "the attacks had so far diminished before the use of the water was stopped, that it is impossible to decide" whether the well was still spreading the disease.

John Snow, On the Mode of Communication of Cholera, second edition, much enlarged, London, John Churchill, 1855 (Wellcome Collection copy, Internet Archive).

Source N: two places near the pump that escaped, 1855

Snow found that the workhouse in Poland Street was surrounded by houses where people had died, "yet out of five hundred and thirty-five inmates only five died of cholera". The workhouse had its own pump-well.

At the brewery in Broad Street, the owner, Mr Huggins, told Snow "that there were above seventy workmen employed in the brewery, and that none of them had suffered from cholera". The men were given an allowance of malt liquor, and "There is a deep well in the brewery".

John Snow, On the Mode of Communication of Cholera, second edition, London, 1855.

Source O: two water companies in south London, 1854

In parts of south London, two companies supplied water, "the pipes of both companies going down every street". The Southwark and Vauxhall Company drew its water from the Thames at Battersea. In 1852 the Lambeth Company had moved its works to Thames Ditton, "thus obtaining a supply of water quite free from the sewage of London".

SNOW'S TABLE IX: HOUSES SUPPLIED BY EACH COMPANY, FIRST SEVEN WEEKS OF THE EPIDEMIC, TO 26 AUGUST 1854	NUMBER OF HOUSES	DEATHS FROM CHOLERA	DEATHS IN EACH 10,000 HOUSES
Southwark and Vauxhall Company	**40,046**	**1,263**	**315**
Lambeth Company	**26,107**	**98**	**37**

Snow concluded that the mortality in the Southwark and Vauxhall houses "was therefore between eight and nine times as great" as in the Lambeth houses.

John Snow, On the Mode of Communication of Cholera, second edition, London, 1855, pages 68, 69 and 86. Snow's table also has a row for the rest of London, not shown here.

Source P: the government's scientific committee, 1855

The Committee for Scientific Inquiries of the General Board of Health's Medical Council reported on Snow's view that the Broad Street well had spread the disease: "After careful inquiry, we see no reason to adopt this belief". It found no proof that the water had been contaminated as Snow alleged, or that those who drank from the well had suffered more than their neighbours. If the water did harm, the committee suggested, it may have been through "its impure waters having participated in the atmospheric infection of the district".

General Board of Health, Medical Council, Report of the Committee for Scientific Inquiries in relation to the Cholera-Epidemic of 1854, London, Her Majesty's Stationery Office, 1855, page 52.

Source Q: the parish's own inquiry, 1855

The Cholera Inquiry Committee of the parish of St James sat from November 1854 to July 1855. Its members included Dr Snow and the Reverend Henry Whitehead, a clergyman who had written an account of the cholera in Berwick Street. It reported that "the Committee is unanimously of opinion" that the sudden outbreak "was in some manner attributable to the use of the impure water of the well in Broad Street."

Cholera Inquiry Committee, Report on the Cholera Outbreak in the Parish of St. James, Westminster, during the Autumn of 1854, presented to the Vestry, July 1855, London, J. Churchill, 1855, p. 83 (Wellcome Collection copy).

Question 6

25 MARKS

(a) Describe the pattern of the outbreak shown in Source L, and explain what it suggests about the effect of removing the pump handle. (3 marks)

(b) Using Sources P and Q, explain why two committees reached different conclusions about the same outbreak. (4 marks)

(c) (i) Using Sources N and O, explain how Snow used comparison to test his theory. (4 marks)

(ii) Write a full reference for Source Q, as you would in a historical investigation. (2 marks)

(d) Using Sources L to Q, assess how far the evidence available in 1854 and 1855 supported Snow's theory that cholera was spread by contaminated water. (12 marks)

Write your response in a separate writing booklet.

End of paper.

YOUR RECORD FOR THIS PAPER

DATE	MARK, OUT OF 100	SECTION I	SECTION II	SECTION III	SECTION IV	THE ONE CHANGE I WILL MAKE NEXT TIME

6. Marking guidance

Mark the paper after completing it under timed conditions. The criteria are MA99's, written in the style of NESA's marking guidelines; your school's marking guidelines are the authority for your own tasks. Equivalent, accurate evidence earns the same marks as the evidence shown here.

> Mark Section IV first. It tests the skills every other answer depends on.

Section I · Question 1

QUESTION 1 (A) · 3 MARKS

MARKS	CRITERIA
3	Explains why the accounts differed, using Source A, with reference to both authors' perspectives and the circumstances of publication
2	Explains one reason for the difference using Source A
1	Identifies a difference between the accounts

Sample answer. The two accounts differed because the authors brought different expectations to the landing. Inglis says the English correspondent Ashmead-Bartlett "betrayed surprise that untrained colonials had done so well", so his praise was shaped by a British assumption that Australians would perform poorly. Bean, an Australian, "was seeing what he hoped confidently to see", the national qualities he already believed in. The circumstances also differed: Bean's dispatch was held up in Alexandria until 13 May, so Australians first read the landing through Ashmead-Bartlett's eyes on 8 May.

QUESTION 1 (B) · 4 MARKS

MARKS	CRITERIA
4	Makes a judgement about usefulness for the stated inquiry, using the content and provenance of Source B and identifying a limitation
3	Explains the usefulness of Source B with reference to content and provenance
2	Describes what Source B shows about the memory of Gallipoli
1	Makes a general statement about the source

Sample answer. Source B is very useful for explaining how Gallipoli became central to Australian memory, because it shows the official historian presenting the landing as the moment "the consciousness of Australian nationhood was born". The history carried official authority, was uncensored at Bean's request and sold about 150,000 copies by 1942, so its interpretation reached a wide public. Its limit is that it shows how memory was shaped from above. It does not show what ordinary Australians or veterans felt, and Bean's purpose was commemorative: he saw the history itself as "the only memorial which could be worthy of them". A historian would corroborate it with evidence of public commemoration, such as Anzac Day ceremonies from 1916 or veterans' oral histories.

QUESTION 1 (C) · 6 MARKS

MARKS	CRITERIA
6	Explains clearly why authorship must be investigated before a source is used as evidence, using all three extracts of Source C; distinguishes what the inscription cannot show if its authorship is doubtful from what it still shows; uses precise terms such as authenticity, attribution, perspective and representation
4 to 5	Explains why authorship matters, using Source C, with some reference to the inscription's continuing usefulness
2 to 3	Describes the doubt about authorship, with limited explanation
1	Makes a general statement about sources or authorship

Worked example · Model answer: Question 1 (c) (6 marks)

Historians must establish who wrote a source before using it, because a source can only be evidence of its author's views if that author is genuine. Source C1 is presented in Canberra as Atatürk's tribute to the Anzacs, but the Australian War Memorial itself says the words are "often attributed" to him in 1934 (C2), a careful phrase that stops short of confirming it, and Pym states that "the historical authorship of the text has been contested" (C3). If Atatürk did not write or say these words, the inscription cannot be used as evidence of how the founder of modern Turkey regarded the Anzacs in 1934. Authorship therefore decides which question a source can answer. Yet the inscription remains strong evidence for another question: how Australia and Turkey chose to remember Gallipoli. It was carved on a memorial built on Anzac Parade in 1985, so it shows a shared, reconciling memory being created between former enemies, whoever first wrote the words. Pym also suggests that translation analysis "can find some justification" for the text, which shows that the question of authorship is still open rather than settled.

WHERE THE MARKS ARE

1 for the principle: authorship decides what a source can be evidence of. 1 for using C2's "often attributed" as a signal of doubt. 1 for using C3. 1 for what the inscription cannot show if the attribution fails. 1 for what it still shows: a representation of 1985, used for reconciliation. 1 for precise use of terms and a clear line of argument.

Section I · Question 2 · 12 marks

MARKS	CRITERIA
11 to 12	Makes a sustained, well reasoned judgement that answers the question as set. Supports it with detailed, accurate and dated evidence from a range of real examples. Addresses limits or a counter view. Uses historical terms and concepts precisely and communicates a cohesive argument
9 to 10	Makes a sound judgement supported by relevant, accurate evidence from several examples. Some consideration of limits. Uses appropriate terms
6 to 8	Explains relevant ideas with some evidence; judgement is implied or general
3 to 5	Describes relevant features or examples with limited reference to the question
1 to 2	Makes general statements

INDICATIVE CONTENT

(a) Archives. Archives are the main store of primary sources for modern historians: the National Archives of Australia holds Commonwealth records, opened to the public under the Archives Act 1983 after 20 years. Digitisation widened access: Discovering Anzacs (2014) put First World War service records online; Trove, launched by the National Library in late 2009, held over 23 million digitised newspaper pages by 2020 and allows searches that would be impossible by hand. Limits: in April 2021 the NAA had digitised only about 4 per cent of its 384 shelf kilometres of records, and the 2021 Tune review found only about 6 per cent of its audio-visual magnetic tape collection would be digitised by 2025 at current rates; a scan loses physical context; search finds words, not meaning; archives keep what their owners chose to keep (the migrated archives admitted by Britain in 2011; the Palace letters, released on 14 July 2020 only after Hocking v Director-General of the National Archives of Australia [2020] HCA 19). Judgement: archives are essential, and digitisation makes them more usable, but historians must always ask what the archive omits.

(b) Authenticity and reliability. Authenticity comes first: the Hitler diaries (Stern, April 1983) passed the content test with Hugh Trevor-Roper but failed forensic tests of their materials in May 1983. Context changes meaning: the Goetz Lusitania medal was satire in Germany but propaganda in British copies. Attribution can be uncertain even on public monuments (the Atatürk words, Source C). Reliability is judged for the question asked (NESA glossary): Lenin's figure of "over one thousand" killed on Bloody Sunday, which he credited to police reports, is unreliable as a count but reliable as evidence of how revolutionaries remembered the day. Judgement: the hardest problems are those historians cannot see, such as a convincing forgery or a missing record, which is why corroboration and physical testing matter.

(c) Types of history. Biography explains through one life (Robert Massie, Nicholas and Alexandra, 1967) but can enlarge the individual; social and cultural history recovers ordinary lives (E. P. Thompson, 1963; Bill Gammage, The Broken Years, 1974, from soldiers' letters and diaries) but may lose sight of decisions at the top; oral history reaches people who wrote little

(Studs Terkel, "The Good War", Pulitzer Prize 1985; Alistair Thomson, Anzac Memories, 1994) but depends on memory; military history explains operations and, since John Keegan's The Face of Battle (1976), the soldier's experience; counterfactual history (Niall Ferguson, ed., Virtual History, 1997) tests which outcomes were open but cannot be checked against evidence. Judgement: each type answers different questions, so the strongest understanding combines them.

(d) Official histories. An official history is commissioned or published by a government or its agency, usually with privileged access to records. Bean's Official History (published in volumes from 1921) was uncensored at his request, drew on his own notebooks and on records, and sold about 150,000 copies by 1942; it presented 25 April 1915 as the birth of national consciousness and helped build the Anzac tradition, alongside the Australian War Memorial, which Bean conceived and which opened on 11 November 1941. Other official histories: Japan's Ministry of Education's Japan's Modern Educational System (1980) presents its own reforms as promoting equality; Soviet histories made the fall of the Romanovs the inevitable result of class struggle. Limits: national purpose shapes selection and emphasis (Inglis: Bean saw "what he hoped confidently to see"); public histories, oral history and memorials also shape memory, and later historians such as Thomson (1994) showed how veterans' own memories were reshaped by the public legend. Judgement: official histories are powerful because they combine access to records with state authority, but they shape memory most when other forms of commemoration repeat them.

Section II · Question 3

QUESTION 3 (A) · 3 MARKS

- 3 marks: explains the workers' attitude with two features supported from Source D (loyalty to the tsar as protector; belief that officials stood between them; desperation).
- 2 marks: one feature explained from the source.
- 1 mark: a general statement about the workers.

Sample answer. Source D shows that in January 1905 the workers still looked to Nicholas II as their protector: they address him as "Sire" and ask him not to "refuse aid to Thy people", which is the language of loyal subjects, not revolutionaries. They blamed the officials around him, asking him to "Demolish the wall that separates Thee from Thy people". Their final words, "freedom and happiness, or the grave", show they were desperate and ready to risk their lives, which is why the shooting that day destroyed that loyalty so quickly.

QUESTION 3 (B) · 4 MARKS

- 1 mark: correct calculation with working: 2,800,000 ÷ 43,000 = 65.1, so about 65 times greater.
- 3 marks: a limitation explained with reference to the source's content or provenance, and its effect on what the figures can show.

Sample answer. 2,800,000 ÷ 43,000 = 65.1, so there were about 65 times as many strikers in 1905 as in an average year of the previous decade. One limitation is that the figures count a worker each time he or she went on strike, not the number of different people: Lenin himself says the 1905 total was "more than two times the number of factory workers in the country", so many workers must have struck more than once. The figures therefore measure the amount of strike action, not the number of people involved. Their provenance adds a second caution: Lenin gave them in 1917 as a Bolshevik leader inspiring young workers, and the extract does not say where the figures came from, so they should be checked against another count before being used.

QUESTION 3 (C) · 6 MARKS

MARKS	CRITERIA
6	Explains several reasons the regime survived, linked clearly to the outcome, with accurate and dated evidence
4 to 5	Explains some reasons with relevant evidence
2 to 3	Describes events of 1905 with limited explanation of survival
1	Makes a general statement

Worked example · Model answer: Question 3 (c) (6 marks)

The regime survived 1905 because it divided its opponents, kept the army loyal and then used force. The October Manifesto of 17 October 1905 promised civil rights and an elected State Duma, and "that no law shall go into force without its confirmation by the State Duma". This satisfied many liberals, who formed the Octobrist party and withdrew from the revolution, while the socialist parties fought on alone. Most decisively, the army stayed loyal: the war with Japan ended at Portsmouth in September 1905, troops were available to restore order, and the Moscow rising of December 1905 was crushed by the Semenovsky Guards. The peasants were bought off in part when redemption payments were cancelled from 1907, and Stolypin's field courts martial repressed the rest. Finally, the Fundamental Laws of April 1906 kept "supreme autocratic power" for the tsar, so the concessions cost him little. The regime survived by conceding just enough to split the opposition, and the army made the rest possible.

WHERE THE MARKS ARE

1 for the October Manifesto with its effect. 1 for the split between liberals and socialists. 1 for the army's loyalty, linked to the end of the war. 1 for repression, such as Moscow in December 1905 or Stolypin. 1 for the peasants or the Fundamental Laws. 1 for linking the reasons in an argument about survival.

Section II · Question 4

QUESTION 4 (A) · 3 MARKS

- 1 mark for each method outlined from Source F, to a maximum of 3: diplomatic letters presented with ceremony; a promise of friendship backed by force (four warships now, "a much larger force" in the spring); a deadline (return "in the ensuing spring"); the claim that more ships were "hourly expected".

Sample answer. Perry used diplomacy backed by the threat of force. He presented formal letters to the "Emperor", presenting the mission as friendly. He let the Japanese know that the four ships he had brought were "the smaller ones" and that larger warships were "hourly expected". He set a deadline, promising to return to Edo "in the ensuing spring with a much larger force" if his demands were not met.

QUESTION 4 (B) · 4 MARKS

MARKS	CRITERIA
4	Explains why the government agreed, using Source G and accurate own knowledge (military weakness, the lesson of China, division within Japan, the limited nature of the 1854 concessions)
3	Explains with some use of the source and own knowledge
2	Describes the agreement, with a reason
1	Makes a general statement

Sample answer. The government agreed because it could not resist. Source G admits that holding to "the ancient laws" would "misunderstand the spirit of the age" and that it was "governed now by imperative necessity": its coastal defences could not match American steam warships, and Japan's leaders knew that China had been defeated by Britain in the Opium War of 1839 to 1842. The government was also weakened at the top. The "former Emperor" who had died is in fact the shogun, Tokugawa Ieyoshi, who died in 1853: the American translator rendered the shogun's title as "Emperor", which a historian must notice before using the source. The concessions of the Treaty of Kanagawa (31 March 1854) were limited to supplies, coal, help for shipwrecked sailors and the opening of Shimoda and Hakodate, so the government could present them as necessary rather than a surrender.

QUESTION 4 (C) · 5 MARKS

MARKS	CRITERIA
5	Explains clearly how the end of isolation weakened the shogunate, showing the links from 1853 to 1868, with accurate and dated evidence
3 to 4	Explains some links with relevant evidence

MARKS	CRITERIA
2	Describes events between 1853 and 1868
1	Makes a general statement

Sample answer. The end of isolation exposed the shogunate's weakness and gave its enemies a cause. The Treaty of Amity and Commerce of 1858 imposed extraterritoriality and fixed tariffs, and Ii Naosuke signed it without the emperor's consent, so opponents rallied to the emperor under the slogan sonnō jōi, "revere the emperor, expel the barbarian"; Ii was assassinated in 1860. Attacks on foreigners brought Western reprisals: the bombardments of Kagoshima (1863) and Shimonoseki (1864) taught Satsuma and Chōshū that expulsion was impossible, and they turned to Western weapons and "rich country, strong army". Allied from 1866, they overthrew the shogunate in the coup of 3 January 1868. The end of isolation did not by itself cause the fall, but it turned the shogunate's long-standing problems of money and authority into a crisis it could not survive.

Section III · Question 5

QUESTION 5 (A) · 4 MARKS

- 4 marks: outlines militarism as a cause of rivalry in at least two of its forms, with accurate, dated detail.
- 2 to 3 marks: outlines militarism with some detail.
- 1 mark: a general statement.

Sample answer. Militarism fed rivalry by making each power's security look like a threat to its neighbours. The Anglo-German naval race began with Germany's Navy Laws of 1898 and 1900, and after Britain launched HMS Dreadnought in 1906 both raced to build the new battleships, so British opinion came to see Germany as the enemy. On land, the continental powers expanded their conscript armies: in 1913 Germany passed a new army bill and France extended military service to three years. War plans such as Germany's Schlieffen Plan, which meant attacking France through Belgium in any war with Russia, encouraged leaders to act quickly in a crisis.

QUESTION 5 (B) · 6 MARKS

MARKS	CRITERIA
6	Makes a judgement about usefulness for the stated inquiry, analysing the content, origin, purpose and audience of both sources, using accurate knowledge of July 1914, and identifying limitations
4 to 5	Explains the usefulness of both sources with reference to provenance and some knowledge
2 to 3	Describes what the sources show about Russia's decision
1	Makes a general statement

Worked example · Model answer: Question 5 (b) (6 marks)

The telegrams are very useful as evidence of how Nicholas II himself explained Russia's mobilisation, because they are his own words, sent during the crisis, to the one ruler who could restrain Austria-Hungary. Source H shows him under domestic pressure: he expects to "be forced to take extreme measures which will lead to war", which suggests that public and military opinion pushed him after Austria-Hungary declared war on Serbia on 28 July. Source I is more revealing still, because it admits that Russia's military measures "were decided five days ago", that is, around 25 July, before Austria-Hungary had declared war. Their limits come from their purpose and audience. Nicholas was writing to persuade his cousin to restrain Vienna, so he presents the measures as purely defensive, "for reasons of defence". The telegrams also say nothing of the decision that mattered most, the order for general mobilisation on 30 July, or of the ministers and generals who pressed for it. They are therefore useful for the tsar's perspective and for the timing of Russia's first steps, but a historian must corroborate them with the records of the Russian Council of Ministers and the army.

WHERE THE MARKS ARE

1 for usefulness tied to origin: the tsar's own words, during the crisis. 1 for what H shows. 1 for what I shows, with the inference about timing. 1 for purpose and audience limiting reliability. 1 for what the telegrams omit, using own knowledge (general mobilisation, 30 July). 1 for a judgement with corroboration.

QUESTION 5 (C) · 15 MARKS

MARKS	CRITERIA
13 to 15	Evaluates both interpretations, explaining what each argues and the context and evidence it rests on; tests each against detailed, accurate, dated knowledge; reaches a sustained, reasoned judgement about which better explains the outbreak, and why; uses terms and concepts such as causation, perspective and contestability precisely
10 to 12	Evaluates both interpretations with relevant evidence and a clear judgement, less fully supported
7 to 9	Explains both interpretations with some evidence; judgement implied or general
4 to 6	Describes the interpretations or the outbreak of war, with limited evaluation
1 to 3	Makes general statements about the causes of the war

1. **Judgement**
   J explains why the crisis became a war more convincingly; K explains why no one stopped it. The criterion: which interpretation accounts for the decisive decisions of July 1914.
2. **Interpretation J tested**
   Blank cheque 5 to 6 July; Berlin urged speed; Schlieffen Plan made war with France certain; declarations of 1 and 3 August; Fischer's use of German archives, including the September Programme of 1914.
3. **Interpretation K tested**
   Serbian nationalists and the Black Hand; Austria-Hungary's ultimatum of 23 July; Russia's early measures (Source I) and general mobilisation on 30 July; France's support for Russia; British ambiguity until 4 August.
4. **Context of each**
   Fischer, 1961: West Germany confronting its past; Clark, 2012: the centenary, a wider archive and a view of Europe as a system.
5. **Conclusion**
   Responsibility was shared, as K argues, but not equally: Berlin's decisions turned a Balkan war into a European one, as J argues.

Figure 4 · A plan for Question 5 (c), written in four minutes. Evaluate means test against a criterion, so name the criterion first.

Worked example · Model answer: Question 5 (c), opening, one body paragraph and conclusion (15 marks)

Opening. Interpretation K is right that no single capital produced the war, but Interpretation J better explains why a Balkan crisis became a European war, because the decisions that made a general war certain were taken in Berlin. The test is which interpretation accounts for the decisive choices of July 1914.

Testing J. Fischer's view that Germany accepted the risk of a general war is supported by the blank cheque of 5 and 6 July, when Wilhelm II and Bethmann Hollweg promised Austria-Hungary full support against Serbia knowing that Russia might intervene. Germany's war plan then turned a Russian mobilisation into a war with France: under the Schlieffen Plan, Germany declared war on Russia on 1 August and on France on 3 August and invaded neutral Belgium. Fischer built his case from German archives, including the September Programme of 1914, a list of war aims drawn up after the fighting began; critics have argued that aims written in wartime do not prove the intentions of July. J is strongest on intention and weakest in ignoring what others did.

Conclusion. K's sleepwalkers explain why every capital took risks: Serbia tolerated nationalist conspirators, Austria-Hungary sent an ultimatum designed to be refused, and Russia, as Source I admits, began military measures around 25 July. But risk-taking by many does not mean equal responsibility. Only Germany's plan turned every Russian move into war in the west. Clark wrote in 2012 with access to archives across Europe and a wish to see the crisis as a system; Fischer wrote in 1961 as West Germany confronted its recent past. Each perspective reveals part of the truth, but J identifies the decisions without which the crisis would have stayed in the Balkans.

WHERE THE MARKS ARE

2 for what each interpretation argues. 2 for the context of each (Fischer's archives and 1961; Clark's 2012 international perspective). 3 for evidence that supports and challenges J. 3 for evidence that supports and challenges K. 3 for a sustained judgement against a stated criterion. 2 for terms, concepts and a cohesive structure.

Section IV · Question 6

QUESTION 6 (A) · 3 MARKS

- 1 mark: describes the pattern, with figures.
- 2 marks: explains what it suggests about the handle, including the limitation that attacks were already falling.

Sample answer. Source L shows a sudden explosion of attacks: 8 on 30 August, 56 on 31 August and a peak of 143 on 1 September, then a fall to 20 on 6 September, a small rise to 28 on 7 September and 12 on 8 September. By the time the handle was removed on 8 September there were 12 attacks, already about 92 per cent below the peak. The pattern therefore suggests that removing the handle did not end the outbreak, which was already ending, though it may have helped prevent a second rise. Snow himself admits this in Source M, and the flight of the population is another reason for the fall.

QUESTION 6 (B) · 4 MARKS

MARKS	CRITERIA
4	Explains at least two reasons for the different conclusions, using both sources and their provenance (membership, purpose, assumptions)
3	Explains a reason using both sources
2	Describes the different conclusions, with a reason
1	Identifies a difference

Sample answer. The committees began from different assumptions. Source P's committee belonged to the government's General Board of Health and explained cholera through the air, so it treated the well's water as harmful only by "having participated in the atmospheric infection of the district", and it demanded proof that the water had actually been contaminated. Source Q's committee was the parish's own, worked locally for eight months and included Snow and Whitehead, who had studied the streets house by house, so it gave more weight to local evidence and agreed "unanimously" that the outbreak was "in some manner attributable" to the well. Even so, its cautious phrase "in some manner" shows that neither committee could yet show how the water carried the disease.

QUESTION 6 (C) · 6 MARKS

- (i) 4 marks: explains how Snow compared groups exposed and not exposed to the suspect water, with evidence from both sources and figures. 2 marks for a description of one comparison.
- (ii) 2 marks for a complete reference with author or issuing body, title, place, publisher, date and page: Cholera Inquiry Committee of the parish of St James, Westminster, Report on the Cholera Outbreak in the Parish of St. James, Westminster, during the Autumn of 1854, London, J. Churchill, 1855, page 83 (Wellcome Collection copy, Internet Archive, accessed 3 October 2026). 1 mark if one element is missing.

Sample answer to (i). Snow compared people who lived in the same conditions but drank different water, so that water was the main difference between them. In Source N, the workhouse in Poland Street was surrounded by deaths, yet only 5 of its 535 inmates died, under 1 per cent, and it had its own well; the 70 brewery workers drank malt liquor or water from the brewery's deep well, and none suffered. In Source O he compared houses across south London supplied by different companies, many of them in the same streets: 315 deaths in each 10,000 houses supplied from the Thames at Battersea against 37 for the Lambeth Company's cleaner supply, between eight and nine times as great. Where the pipes of both companies ran down every street, neighbours shared the same air, poverty and drains, which made water the likeliest cause of the difference.

QUESTION 6 (D) · 12 MARKS

MARKS	CRITERIA
11 to 12	Makes a sustained judgement about how far the evidence supported Snow's theory, using most of the sources critically (provenance, perspective and limitations) and weighing evidence for and against; logical and cohesive
9 to 10	Makes a sound judgement, using several sources with some critical analysis
6 to 8	Explains evidence for and against the theory with some use of the sources; limited analysis
3 to 5	Describes the outbreak or the sources with little judgement
1 to 2	Makes general statements

Worked example · Model answer: Question 6 (d), abridged (12 marks)

Judgement. The evidence of 1854 and 1855 strongly supported Snow's theory, but it did not prove it: his comparisons were powerful, yet the timing of the outbreak and the lack of any way to show what was in the water left room for the doubts of Source P.

The strongest support. Snow's comparisons in Sources N and O isolate water as the variable. In Source N, the workhouse lost 5 of 535 inmates and the brewery none of more than 70 workers, though both stood in the worst area and drew water from their own wells. In Source O, houses supplied from the Thames at Battersea suffered 315 deaths in each 10,000 against 37 for the Lambeth supply, and in many streets both companies' pipes ran side by side. An atmospheric cause cannot easily explain why neighbours breathing the same air died at such different rates.

The limits. Source L shows that attacks had peaked at 143 on 1 September and fallen to 12 by 8 September, so the removal of the handle cannot show that the pump caused the outbreak, and Snow concedes in Source M that "it is impossible to decide". He also credits the flight of the population. All of Sources L to O come from Snow's own book, written to argue his case, so a historian must corroborate them.

How contemporaries judged the evidence. The two committees in Sources P and Q read similar evidence differently. The government's committee, assuming an atmospheric cause, saw "no reason to adopt this belief". The parish committee, which included Snow, agreed "unanimously" that the outbreak was "in some manner attributable" to the well, a cautious phrase that admits the mechanism was unknown.

Conclusion. The evidence made Snow's case far stronger than the rival explanation, and a local committee accepted it within a year, but in 1855 it rested on correlation rather than on a demonstrated cause. Its acceptance depended as much on the assumptions of those weighing it as on the evidence itself.

WHERE THE MARKS ARE

3 for a sustained judgement on how far the evidence supported the theory. 3 for using the sources critically, including the provenance of Snow's own sources and of the two committees. 3 for weighing evidence for and against, with accurate figures. 3 for a logical, cohesive response using terms such as causation, corroboration, reliability and contestability.

The sources in this paper

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Section II. V. I. Lenin, "Lecture on the 1905 Revolution", 9 (22) January 1917, Collected Works, volume 23, Progress Publishers, 1964 (Marxists Internet Archive). October Manifesto, 17 October 1905, clause 3, as translated in F. A. Golder (ed.), Documents of Russian History 1914 to 1917, 1927, appendix, page 628 (quoted in a sample answer). F. L. Hawks, Narrative of the Expedition of an American Squadron to the China Seas and Japan, volume 1, Washington, 1856, pages 258 to 259 and 349 to 350 (Internet Archive scan).

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Section IV. John Snow, On the Mode of Communication of Cholera, second edition, much enlarged, London, John Churchill, 1855, Table I and pages 68 to 69, 86 and the Broad Street chapter (Internet Archive). General Board of Health, Medical Council, Report of the Committee for Scientific Inquiries in relation to the Cholera-Epidemic of 1854, London, HMSO, 1855, page 52 (Internet Archive). Cholera Inquiry Committee, Report on the Cholera Outbreak in the Parish of St. James, Westminster, during the Autumn of 1854, London, J. Churchill, 1855, page 83 (Wellcome Collection copy, Internet Archive).

About this resource

MA99 EDUCATION

Scope

NSW Modern History, Year 11. Written to the NSW Modern History 11-12 Syllabus 2024, all Year 11 focus areas, for students sitting the HSC in 2028 and later years. Written to the new syllabus, taught in Year 11 from 2027. Sources are real and attributed; quotations are short and checked, and any source written for MA99 says so.

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