



Government
of South Australia

SACE
Board of SA

South Australian
Certificate of Education

Modern History

2018 Sample paper

Question booklet

- **Section 1: Essay** (Questions 1 to 18) 15 marks
Answer **one** question
- **Section 2: Sources analysis** (Question 19) 20 marks
Answer **all** parts of Question 19
- Write **all** answers in the separate script book
- Allow approximately 60 minutes to answer **each** section
- Attach your SACE registration number label to the separate script book

Download these resources to complete the examination

- [Source sheet](#)

Examination information

Materials

- Question booklet
- 16-page script book
- Sources sheet
- SACE registration number label

Reading time

- 10 minutes

Writing time

- 2 hours
- Use black or blue pen

Total marks 35

SECTION 1: ESSAY (Questions 1 to 18)

Choose **one** proposition from **one** of the following topics and respond in essay form.

In the essay, discuss the extent to which you agree with the proposition. Use evidence to support your argument and conclusion.

Topic 1: Australia (1901–56) (Questions 1 to 3)

1. 'Australians were always able to respond positively to economic challenges.'
2. 'Changes in Australian society occurred due to external pressures.'
3. 'Individuals rather than ideas shaped the Australian political system.'

Topic 2: United States of America (1914–45) (Questions 4 to 6)

4. 'The New Deal was largely ineffective.'
5. 'The isolationist policy of the United States was based on political self-protection.'
6. 'The Second World War was a catalyst for social change in the United States.'

Topic 3: Germany (1918–48) (Questions 7 to 9)

7. 'The Weimar Republic's inability to solve economic problems led to its downfall.'
8. 'The German people welcomed strong leadership by the Nazi Party.'
9. 'Germany recovered quickly from the impacts of Nazism.'

Topic 4: The Soviet Union and Russia (1945–c.2004) (Questions 10 to 12)

- 10. 'The Soviet Union's invasion of Afghanistan in 1979 was a disastrous failure.'
- 11. 'New states were born out of ethnic divisions in the Soviet Union.'
- 12. 'The new leaders shared a vision for the new Russia.'

Topic 5: Indonesia (1942–2005) (Questions 13 to 15)

- 13. 'Indonesian foreign policy was intended to expand national borders.'
- 14. 'Without foreign assistance, separatist movements were unable to win independence.'
- 15. 'East Timor achieved independence as a result of international pressure on Indonesia.'

Topic 6: China (1949–c.2012) (Questions 16 to 18)

- 16. 'Mao spent his whole reign consolidating power.'
- 17. 'Deng Xiaoping saved the revolution.'
- 18. 'The Chinese government struggled to maintain domestic unity after 1990.'

SECTION 2: SOURCES ANALYSIS (Question 19)

19. *Refer to the separate sheet of sources when answering this question.*

Examine the sources carefully.

*Answer **all** parts of the question.*

- (a) Examine Source 1. Identify *one* reason why Emily Davison is remembered. (1 mark)
- (b) Examine Source 2. What *two* conclusions can be drawn from the portrayal of Emily Davison? Give evidence from the source to support your conclusions. (2 marks)
- (c) Examine Sources 3 and 4. What criticisms might an anti-suffragist have of the funeral procession of Emily Davison? Give evidence from the sources to support your conclusions. (3 marks)
- (d) To what extent does the information in Source 3 support that in Source 6? (3 marks)
- (e) Examine Sources 5 and 6. With reference to the nature and content of both sources, assess their strengths and limitations for a historian researching the movement for women's suffrage. (5 marks)
- (f) With reference to *all* the sources, evaluate the view that Emily Davison's actions were crucial to the movement for women's suffrage. (6 marks)

2018 SAMPLE MODERN HISTORY PAPER

The purpose of this sample paper is to show the structure of the Modern History examination and the style of questions that may be used. The following extract is from the 2018 subject outline for Modern History:

EXTERNAL ASSESSMENT

Assessment Type 3: Examination (30%)

Students complete a 2-hour external examination that is divided into two sections:

- Section 1: Essay
- Section 2: Sources analysis.

Section 1: Essay

Students complete a reasoned historical argument in the form of an essay based on the focus areas in the topic they have studied from 'Modern Nations'.

Examination questions are designed to enable students to:

- demonstrate their understanding of the role of ideas, people, and events in history
- analyse ways in which the development of the modern world has been shaped by both internal and external forces and challenges.

Students choose one proposition from their chosen topic and write an essay discussing the extent to which they agree with the proposition.

Section 2: Sources analysis

Students use the skills of historical inquiry to evaluate the origin, reliability, usefulness, limitations, and contestable nature of sources. They analyse, interpret, and synthesise evidence from different types of sources to recognise and evaluate differing perspectives on and interpretations of the past.

The following specific features of the assessment design criteria for this subject may be assessed in the examination:

- understanding and exploration — UE1 and UE2
- application and evaluation — AE1, AE2, and AE3
- analysis — A1.

Source: Modern History 2018 Subject Outline Stage 2, p 30, on the SACE website, www.sace.sa.edu.au

