INTUITION EDUCATION

HSC 2026 · PREDICTED PRACTICE PAPER

2026 HSC Modern History

Original practice material — not a NESA paper

Total marks: 100

GENERAL INSTRUCTIONS

- Reading time — 5 minutes
- Working time — 3 hours
- Write using black pen
- A Source Booklet (Sources A–D) is provided for Section I
- Section I — 25 marks. Attempt Questions 1–4. Allow about 45 minutes for this section
- Section II — 25 marks. Attempt ONE question from Questions 5–12. Allow about 45 minutes for this section
- Section III — 25 marks. Attempt ONE question from Questions 13–18. Allow about 45 minutes for this section
- Section IV — 25 marks. Attempt ONE question from Questions 19–24. Answer ALL parts of the question. Allow about 45 minutes for this section

Structure realises cluster mh-q1-paper-architecture (p = 0.76): Section I restored to the 3/4/6/12 four-question ladder; Section IV 5/8/12 with the source in part (b).

HOW THIS PAPER WAS BUILT

This full-length practice paper was built from the consensus of a six-model AI panel (fable, opus, gpt-5.6-sol, gemini-3.1-pro, grok, deepseek), each of which independently predicted the 2026 examination from the 2019–2025 papers and NESA marking feedback. The 185 question-level predictions were clustered; every structural and Section I cluster at consensus probability ≥ 0.55 is realised, and — because every option is printed every year — each option's question realises the panel's highest-consensus focus call for that option, with remaining slots drawn from the watch list and from the focus calls in the panel's rested-option rationales. Each question is tagged with the cluster or watch-list item it realises. Every question is original — none is copied from a past paper. Sources are described, not reproduced: each [SOURCE] block specifies a historically plausible source type and provenance for practice purposes; no quotation is attributed to any real historical figure.

Answers and marking notes are published as a separate PDF — sit the paper first, then download the solutions from intuitioneducation.com.au/hsc-2026/modern-history.

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Source Booklet — Section I

Source A [SOURCE: Extract from the private diary of a Catholic primary-school teacher in a small Bavarian town, dated October 1937. The writer describes mounting pressure to join the National Socialist Teachers' League, the removal of crucifixes from her classroom under a new directive, and her fear that a colleague has reported her reluctance to give the German greeting. The diary was donated by her family to a regional archive and published in a 1998 collection of everyday-life diaries from the Nazi period.]

Source B [SOURCE: Political cartoon published in a British daily newspaper, October 1935, at the time of the Italian invasion of Abyssinia. The cartoon depicts the League of Nations as a stately but unarmed doorkeeper standing before a gate marked "Collective Security", politely asking a heavily armed intruder to stop, while national leaders watch from behind a fence. A caption mocks the gap between the League's words and its powers.]

Source C [SOURCE: Photograph issued by the German Labour Front press office, summer 1937, showing workers waving from the deck of a Strength Through Joy (Kraft durch Freude) cruise ship in a northern German port. The image is carefully composed: smiling workers in clean clothes, a band on the quay, KdF banners along the rail. It was distributed to regional newspapers for reproduction.]

Source D [SOURCE: Extract from an academic study of German industrial workers under National Socialism, published by a university press in 2009. The historian argues that material conditions for workers were mixed — falling unemployment and subsidised leisure alongside frozen wages, longer hours and the loss of independent unions — and includes a table comparing German Labour Front membership, average weekly hours and real wages for each year from 1933 to 1939.]

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 2–4.

Question 1 *(3 marks)*

Describe ONE condition in Europe after World War I that enabled the rise of dictatorships.

Question 2 *(4 marks)*

Account for the perspective of the writer in Source A.

Question 3 *(6 marks)*

Assess the value and limitations of Source B for a historian studying the search for peace and security in the 1930s.

Question 4 *(12 marks)*

Evaluate the impact of the Nazi regime on German workers between 1933 and 1939. Integrate evidence from Sources C and D to support your answer.

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Section II — National Studies

25 marks — Attempt ONE question from Questions 5–12 — Allow about 45 minutes for this section

Question 5 — Option A: Australia 1918–1949 *(25 marks)*

(a) *Political responses to the Great Depression were ineffective in addressing its impact on Australian society.*

Evaluate the accuracy of this statement.

OR

(b) To what extent did the threat of communism shape the Coalition's victory at the 1949 election?

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

(a) *The achievements of the Guomindang Nationalist Government in the Nanjing decade were outweighed by its limitations.*

Evaluate the accuracy of this statement.

OR

(b) To what extent did the Yan'an period lay the foundations for the Communist victory in 1949?

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

(a) *The partition of India in 1947 was the defining influence on the Indian state in the decades that followed.*

Evaluate the accuracy of this statement.

OR

(b) To what extent did the Emergency (1975–1977) change Indian politics and society?

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

(a) *The 1965 coup fundamentally transformed Indonesian politics and society.*

Evaluate the accuracy of this statement.

OR

(b) To what extent did Sukarno's Guided Democracy resolve the challenges facing the new Indonesian state?

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

(a) *Tensions between tradition and modernisation were the most significant influence on Japanese society and politics in this period.*

Evaluate the accuracy of this statement.

OR

(b) Assess the role of Emperor Hirohito and divisions within the army in the rise of militarism during the 1930s.

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

(a) *Soviet society and culture were fundamentally transformed under Stalin's leadership.*

Evaluate the accuracy of this statement.

OR

(b) To what extent was terror the primary instrument of Stalin's political control of the Soviet state by 1941?

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

(a) *The growth of consumerism, including entertainment, was the most significant force for change in US society between 1919 and 1941.*

Evaluate the accuracy of this statement.

OR

(b) Assess the impact of the Great Depression on different groups within US society.

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

(a) *The nationalisation of oil and the 1953 coup shaped the course of Iranian politics up to 1979.*

Evaluate the accuracy of this statement.

OR

(b) To what extent did the White Revolution transform Iranian society?

Section III — Peace and Conflict

25 marks — Attempt ONE question from Questions 13–18 — Allow about 45 minutes for this section

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Question 13 — Option A: Conflict in Indochina 1954–1979 *(25 marks)*

(a) Evaluate the effectiveness of the strategies and tactics employed by both the communist forces and the USA in the Second Indochina War.

OR

(b) Assess the impact of the Khmer Rouge regime on Cambodia in the period 1975–1979.

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

(a) To what extent did the Allied occupation of Japan achieve its aims by 1951?

OR

(b) Assess the effects of the war on the home fronts of both Japan and Australia.

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

(a) Assess the nature and effects of the Holocaust on civilians in the Nazi-occupied territories.

OR

(b) To what extent was the conflict in North Africa significant to the outcome of the war in Europe?

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

(a) Assess the impact of both the Soviet invasion of Afghanistan and the policies of the Reagan administration on the renewal of the Cold War.

OR

(b) To what extent did the crises of Berlin (1961), Cuba (1962) and Czechoslovakia (1968) change superpower relations?

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

(a) Assess the significance of the Iran–Iraq War in shaping conflict in the Gulf up to 2003.

OR

(b) To what extent did weapons investigations and sanctions between 1991 and 2003 contribute to the outbreak of the Iraq War?

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

(a) Assess the consequences of the 1967 and 1973 wars for the development of the Arab–Israeli conflict.

OR

(b) To what extent did the settler movement and the policies of Israeli governments change the nature of the Occupied Territories after 1967?

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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

Source placement realises cluster mh-q1-paper-architecture (source in part (b), p = 0.76 structural consensus) and the opus bold call that every (b) stimulus is a photograph (p = 0.33).

Question 19 — Option A: Pro-democracy Movement in Burma 1945–2010 *(25 marks)*

(a) Describe the main features of the 'Burmese Way to Socialism' under Ne Win. **(5 marks)**

(b) Explain the role of the Tatmadaw (armed forces) in obstructing the pro-democracy movement between 1988 and 2010. In your answer, make reference to Source E. **(8 marks)**

Source E [SOURCE: Photograph taken by a foreign news agency in Rangoon, September 1988, showing armed soldiers positioned behind barbed-wire barricades facing a large crowd of demonstrators, many holding portraits and banners. The photograph was smuggled out of the country and widely republished abroad after the military's crackdown.]

(c) To what extent did international responses influence the pro-democracy movement between 1990 and 2010? **(12 marks)**

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

(a) Describe the campaign against the 'Four Olds' in the early years of the Cultural Revolution. **(5 marks)**

(b) Explain the impact of the Cultural Revolution on education and culture in China. In your answer, make reference to Source F. **(8 marks)**

Source F [SOURCE: Photograph from 1966–67, later held in a Western university's East Asian collection, showing Red Guards on the steps of a provincial library heaping books and temple artefacts onto a bonfire, watched by a crowd holding aloft copies of a small red book. An official slogan condemning "old thinking" is painted on a banner above the doorway.]

(c) To what extent did the Cultural Revolution achieve Mao Zedong's aims? **(12 marks)**

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

(a) Describe the role of the Freedom Rides in the civil rights movement. **(5 marks)**

(b) Explain the significance of the March on Washington to the civil rights movement. In your answer, make reference to Source G. **(8 marks)**

Source G [SOURCE: Press photograph taken on 28 August 1963 from the steps of the Lincoln Memorial, Washington DC, looking out over the crowd of approximately 250,000 stretching along the reflecting pool towards the Washington Monument. Marchers carry printed placards demanding jobs, voting rights and an end to segregated schooling. The photograph appeared on the front pages of newspapers across the USA the following day.]

(c) Evaluate the significance of changing presidential attitudes, from Truman to Johnson, to the achievements of the civil rights movement. **(12 marks)**

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

(a) Describe the political impacts of the dissolution of the USSR in Russia and Eastern Europe. **(5 marks)**

(b) Explain the emergence of the European Union as a new centre of power in the post-Cold War world. In your answer, make reference to Source H. **(8 marks)**

Source H [SOURCE: Press photograph from a European summit in the early 1990s, showing twelve national delegations seated at a circular table beneath a ring of member-state flags, with officials exchanging bound copies of a newly signed treaty. The photograph was distributed by the host government's information service to mark the ceremony.]

(c) Evaluate the effectiveness of the United Nations as peacekeeper in the post-Cold War world, with reference to ONE of the following: Somalia, Rwanda, the former Yugoslavia. **(12 marks)**

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

(a) Describe the effects of British nuclear testing at Maralinga on Aboriginal communities. **(5 marks)**

(b) Explain how the doctrine of Mutually Assured Destruction shaped the superpower arms race. In your answer, make reference to Source I. **(8 marks)**

Source I [SOURCE: Photograph taken by an accredited Western journalist at a May Day parade in Moscow in the late 1960s, showing intercontinental ballistic missiles on mobile launchers rolling through Red Square past a reviewing stand, with crowds and party officials visible. Images of this kind were among the few public glimpses either superpower offered of its strategic arsenal.]

(c) To what extent did disarmament agreements reduce the nuclear threat in the period after 1968? **(12 marks)**

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

(a) Describe the impact of apartheid on rural communities. **(5 marks)**

(b) Explain the significance of the Sharpeville Massacre in broadening resistance to apartheid. In your answer, make reference to Source J. **(8 marks)**

Source J [SOURCE: Photograph taken on 21 March 1960 outside the Sharpeville police station shortly after police opened fire on a crowd protesting against the pass laws. The image, taken by a press photographer who was present covering the Pan Africanist Congress campaign, shows fleeing demonstrators and bodies on open ground, and was transmitted internationally within days, appearing in newspapers around the world.]

(c) To what extent did political factors within South Africa bring about the end of apartheid? **(12 marks)**

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