

## 2006 HIGHER SCHOOL CERTIFICATE EXAMINATION

## Modern History

## Section I (continued)

## Question 2 (10 marks)

Explain why US entry into World War I proved to be the most significant of the war's turning points.

Use Sources A and B and your own knowledge to answer this question.

As source **B** illustrates, the Allies were vastly outnumbered by the beginning of 1918. Huge losses in previous campaigns including the Somme left Allied troops decimated + demoralised. It appears to Lloyd George that Germany has an endless supply of fresh reserves, while England's conscripts are fast running out. In order to win the war, <sup>external</sup> support was needed.

Traditionally, America favoured an isolationist policy. From 1914 - 1917 it made huge financial gains supplying the war machine in Europe whilst remaining neutral.

In a tactical move described in Source A, Germany attempted to stop these supplies through U-boat attacks on

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Question 2 (continued)

"American neutral Shipping"

This aggression "forced" America to declare war on Germany in April 1917, but it was not until March of 1918 that the reinforcing troops arrived to relieve the pressure on the Western front.

The addition of American soldiers not only helped solve the numerical problem that British & French conscription could not, but, as Lloyd George points out in Source B, acted as a "Morale boost" to the exhausted and disillusioned troops on the Western front.

The US entry into WWI was a significant turning point as they brought flexible leadership structures, modernised strategies, huge numbers of war supplies from ~~tightly~~ their flourishing heavy industries and seemingly inexhaustible fresh troops.

This force combined to give the war a decisive swing in favour of the Allies.

End of Question 2

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Section I (continued)

Question 3 (10 marks)

Assess how useful Sources C and D would be for an historian studying the impact of total war on the home fronts during World War I.

In your answer, consider the perspectives provided by the TWO sources and the reliability of each one.

The contrast and comparison of ~~sources~~ primary sources C and D would provide the historian with an insight into daily life on opposing homefronts in WWI. Source C may be considered ~~useful~~ ~~than~~ reliable as it is written by the American ambassador, who, seemingly, would have little to gain from the manipulation of ~~fact~~ falsification of fact in this case. The source was written as the conditions were observed and not from memory, so with a ~~lack~~ lack of political bias noted; it can also be gleaned that this ~~source~~ <sup>information</sup> has not been impeached via memory. The source provides an excellent

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## Question 3 (continued)

overview of the experiences of both the upper class; "the rich managed to live well" and the lower class (with the emphasis of the experience of women) "women are employed on railroads". Thus this source can be viewed as being a ~~beneficial~~ ~~to~~ <sup>beneficial</sup> addition to any historian's understanding.

Source D provides a contrasting depiction of government initiative in Britain at the same time. ~~Com~~ Commissioned by the Ministry of Food, its purpose was to persuade the public to voluntarily ration their food supplies. As this poster is a form of propaganda, significant bias can be noted in its sensationalist language: "Defeat the 'U' boat". The source is effective in showing the extent to which the British government went in order to manipulate the actions & thoughts of ~~the~~ society during war time. It is established that propaganda is not reliable, as it is based in emotional upheaval and ~~general~~ political motive and necessity. However Source D is useful to the historian in showing an example of war time propaganda. When viewed together, these

End of Question 3