

BOARD OF STUDIES
NEW SOUTH WALES

2010

**HIGHER SCHOOL CERTIFICATE
SPECIMEN SECTION I**

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Centre Number

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Student Number

Modern History

General Instructions

- Reading time – 5 minutes
- Working time – 3 hours
- Write using black or blue pen
- A source booklet is provided at the back of this paper
- Write your Centre Number and Student Number at the top of this page and page 5

Total marks – 100

Section I Pages 2–6

25 marks

This section has two parts, Part A and Part B

- Allow about 45 minutes for this section

Part A – 15 marks

- Attempt Questions 1–8

Part B – 10 marks

- Attempt Question 9

Section I – World War I 1914–1919

25 marks

Part A – 15 marks

Attempt Questions 1–8

Allow about 25 minutes for this part

For multiple-choice questions, fill in the response oval next to the alternative that best answers the question.

For other questions, answer in the spaces provided. These spaces provide guidance for the expected length of response.

1 What can be concluded about British casualties in World War I from Source A? 1

- (A) Bayonets were a major cause of casualties.
- (B) Grenades caused more casualties than rifle fire.
- (C) Most casualties were caused by shell or mortar fire.
- (D) Machine guns caused more casualties than any other weapon.

2 Which TWO of the following statements help to explain the data shown in Source A? 1

- i Wartime economies were geared for the production of weapons and munitions.
 - ii As the war progressed, tactics using new weapons resulted in fewer casualties.
 - iii Most soldiers were volunteers and lacked experience in using new weapons.
 - iv Developments in technology produced weapons with great destructive power.
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- (A) i and ii
 - (B) ii and iii
 - (C) i and iv
 - (D) iii and iv

- 3** In Source *B*, Nash describes the effect of which aspect of warfare? **1**
- (A) Gas attack
 - (B) Aerial combat
 - (C) Infantry assault
 - (D) Artillery bombardment

- 4** Briefly outline the impact of artillery on the conduct of the war on the Western Front. **4**

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

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- 5** Which of the following statements best summarises the views expressed in Source *C* and Source *D* about the generals' ability to wage war? **1**
- (A) They were intelligent but lacked courage.
 - (B) They were experienced in trench warfare.
 - (C) They lacked practical experience of modern warfare.
 - (D) They were personally involved in events on the front line.

- 6** Explain how the tactics and strategies of generals and commanding officers contributed to the stalemate on the Western Front. **5**

Use your own knowledge and Sources *C* and *D* to answer this question.

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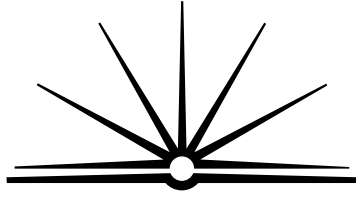
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- 7** What impression does Source *E* convey about women in munitions work in Britain? **1**

- (A) Munitions work was dangerous for women.
- (B) Women were conscripted for munitions work.
- (C) Women who worked in munitions were highly paid.
- (D) Women were encouraged to volunteer for munitions work.

- 8** Which of the following statements best reflects Ethel Cooper's conclusion in Source *F* about the effect of the war on the German home front? **1**

- (A) The government was firmly in control.
- (B) Civilians supported the war with enthusiasm.
- (C) The traditional roles of women were maintained.
- (D) Only the fittest men were conscripted into the army.



B O A R D O F S T U D I E S
NEW SOUTH WALES

2010

**HIGHER SCHOOL CERTIFICATE
SPECIMEN SECTION I**

Modern History

Source Booklet

Instructions

Detach this source booklet

Source A Page 2

Source B Page 2

Source C Page 2

Source D Page 3

Source E Page 3

Source F Page 4

Source A

From *History of the Great War Based on Official Documents*, London, 1932.

Causes of British Casualties 1914–1918	
Shell or mortar fire	58.5%
Rifle and machine gun bullets	39.0%
Bombs and grenades	2.2%
Bayonet	0.3%
	<u>100.0%</u>

Source B

Extract from a letter by Paul Nash, a soldier and official war artist on the Western Front, November 1917.

The rain drives on, the stinking mud becomes more evilly yellow, the shell holes fill up with green-white water, the roads and tracks are covered in inches of slime, the black dying trees ooze and sweat and the shells never cease. They alone plunge overhead, tearing away the rotting tree stumps, breaking the plank roads, striking down horses and mules, annihilating, maiming, maddening, they plunge into the grave which is this land; one huge grave, and cast up on it the poor dead.

Source C

Extract from M. McAndrew, D. Thomas and P. Cummins, *The Great War 1914–1919*, Melbourne, 2005.

It was stated that the armies on the Western Front were made up of ‘lions led by donkeys’. The ‘lions’ were the front-line soldiers engaged in actions of tremendous heroism and courage; the ‘donkeys’ were their commanding officers, particularly the generals, who stayed far from the front line and had no real understanding of the conditions that their decisions and tactics were creating.

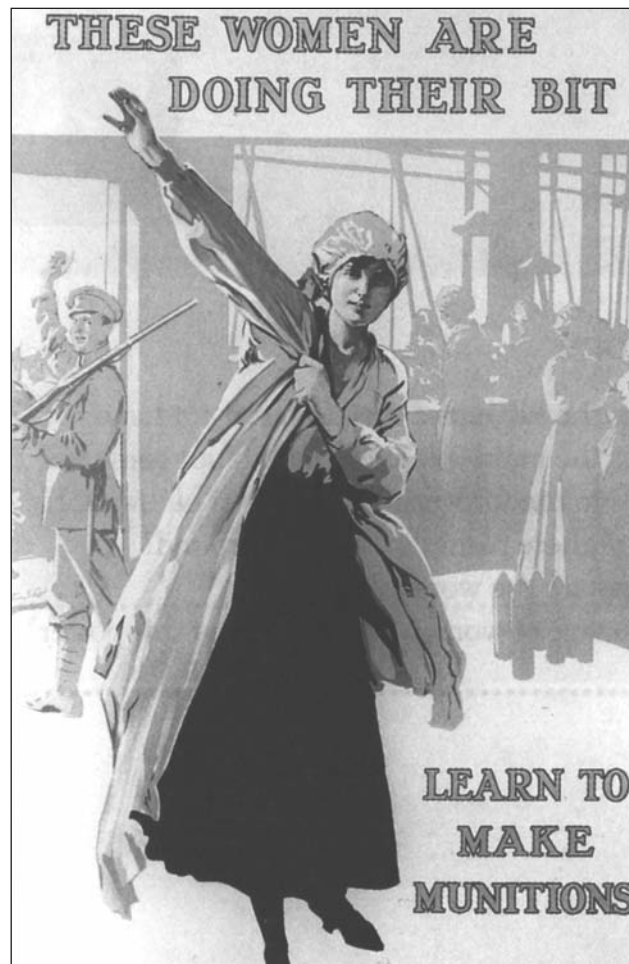
Source D

Extract from *War Memoirs* by David Lloyd George, London, 1933.

It is not too much to say that when the Great War broke out our Generals had the most important lessons of their art to learn. Before they began they had much to unlearn. Their brains were cluttered with useless lumber, packed in every niche and corner. Some of it was never cleared out to the end of the War ... They knew nothing except by hearsay about the actual fighting of a battle under modern conditions.

Source E

British recruitment poster for armaments workers, Great Britain 1917.



Reproduced by permission of the Imperial War Museum (Image IWM PST 3283).

Source F

Extract from a letter by Ethel Cooper, an Australian living in Germany, dated 11 February 1917.

Any other people on earth would rise against a Government that had reduced it to such misery, but these folk seem to have no spirit left. Of course, there are no men, except those in uniform, and nearly all of the sturdy women are working for the Government too, I mean all of the poorer class, and so are under control. What one sees in uniform now passes belief – there is nothing that is too unfit – they take everything.