Year 10 Assessment Task 1

Investigating the Anzac Experience through Primary and Secondary sources

Assessment Value – 25%

Dates Due: Final Section on Friday March 13 (Week 7)

Part 1: teacher choice________________

Part 2: teacher choice________________

Part 3: Friday 13 March

FOCUS QUESTION:

What can we learn from primary and secondary sources about the experience of Australian soldiers in the First World War and the battles/campaigns in which they participated?

Outcomes to be assessed – a student

HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry.

HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia.

HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process.
Overview of the Task:

This task requires you to research a WWI Anzac who, hopefully, has some personal connection to you; it does not mean they have to be related, but they might come from your town, share a last name or be a name on the local War Memorial Roll of Honour.

Having researched your soldier, you are then to research a battle in which they may have participated. Then you will examine the way that battle was reported in newspapers at the time.

You will be assessed in a variety of ways, including written responses of various lengths. The first one is about your soldier’s war experience, based on his service records. The second one is about his unit and a specific battle during the war. The last one requires you to explain the ways in which these sources were useful to you in improving your understanding of what WWI was like.

To complete this assessment, you will need to visit, as a minimum, the following websites:

https://recordsearch.naa.gov.au/NameSearch/Interface/NameSearchForm.aspx

Go to the Libguide in our library home page and click on World War 1 soldier for information on how to access these sites. Bookmark them on your computer to save time.

http://jpc.libguides.com/history/worldwar1soldiers

!!!!! READ THE WHOLE TASK BEFORE BEGINNING YOUR WORK !!!!!!
Overview of the Research Process - the steps you need to take

**Part 1a:** Firstly, ensure that your veteran meets all the requirements of the task. Once you have done this, use the available service records to complete the veteran’s profile. **Note:** They must be in WW1 (not WW2) and be a soldier **(not navy or air force)**. (15 marks)

**Part 1b:** Use the service records information you have gathered, and write a description of what you learned from your soldier’s war service record. (10 marks). This is challenging because of the writing and expressions used in the documents.

➔ Submit Part 1 for marking on a date specified by your teacher. At the same time, ➔ CONTINUE WITH YOUR RESEARCH

**Part 2a:** You are now to research a battle/campaign and complete the section in the assignment on that. The battle/campaign you select must be one that your veteran fought in or could have fought in given where he was at the time. (9 marks)

**Part 2b:** Now go to the [Trove](https://trove.nla.gov.au/) website for newspapers and using their search facility, find a contemporary article on the battle; search between 1915-1919. Complete the tasks set. (5 marks)

➔ Submit Part 2 for marking on a date specified by your teacher. ➔ CONTINUE WITH YOUR RESEARCH

**Part 3:** Complete the extended response question - What you learned from the sources used. Write a detailed, well-structured and well evidenced answer. (15 marks)

Submit Part 3 for marking on March 13 before 9 am in N block
PART 1: Research – The Veteran (15 marks)

Use the websites listed to find out about an ANZAC who fought in World War 1

(The person you select MUST be someone who fought overseas. This needs to be established very quickly. They must be a soldier (not navy or air force)

➔ Write down your soldier’s service number (SERN) _________________
➔ Why did you select this individual?

___________________________________________________________________________

1. Soldier’s Full Name: (1)
   ________________________________

2. Place of birth: (1) ________________________________

3. Parish and/or Town where he enlisted: (1)
   ________________________________

4. Next of Kin: (2) Name and Relationship
   ________________________________

5. Occupation: (1)
   ________________________________

6. Age on Enlistment: (1) _______ Years _______ Months

7. Date of Enlistment: (1) ________________________________
8. Unit/battalion to which he was assigned: (1) 
____________________________________

9. Height: (1) ________________________________

10. Complexion: (1) ________________________________

11. Weight: (1) ________________________________

12. Hair colour (1) ________________________________

13. Religion: (1) ________________________________

14. Either: (1) (you will have to search through records for this answer)

   i) Date and/or cause of death (if it was during the war or immediately after the war):
   __________________________________________________________

   OR

   ii) Date of departure from overseas or date of return to Australia:
   ________________________________

Part 1b - (10 marks)

1. Using the service record of your chosen soldier, outline his background and war experience as documented.

To maximise your marks, you need to show evidence of having gone beyond the first 3 pages of the record and effectively incorporate references to a variety of documentary evidence in the record. These documents need to be specifically referenced by name in your response.
In outlining his background and experiences, you could consider the following:

- Personal details
- Areas of Service
- Health
- Discipline issues
- Personal experiences of the conflict
- Anything else of interest or significance
Outline the background and specific war experiences of your soldier obtained from the service record

- Coherent and logical response; well structured
- Clear and effective use of archival records
- Outlines both background and war experience in a detailed, cohesive and logical description
- Has clearly engaged with the soldier’s war experience
- Refers to a range of significant information which highlights background and experiences; should use factual detail (such as quotes) to support answer

<table>
<thead>
<tr>
<th>A Range 9 - 10</th>
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</table>
| Clear use of archival records
| Outlines both background and war experience in detailed description
| Has a good degree of engagement with the soldier’s war experience
| Refers to a range of significant information which highlights background and experiences; should use factual detail (such as quotes) to support answer but may be uneven

<table>
<thead>
<tr>
<th>B Range 7 - 8</th>
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</table>
| Generalised response which may simply list aspects of war experience
| Outlines both background and war experience
| Has some degree of engagement with the soldier’s war experience
| Refers to some information which highlights background and experiences; should use factual detail (such as quotes) to support answer but may be uneven

<table>
<thead>
<tr>
<th>C Range 5 - 6</th>
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</table>
| May make a simplistic reference to the question
| Shows minimal evidence of having engaged with the archival records.
| Limited use of supporting detail
| To get ‘4’ evidence of going beyond the first 3 pages of service record is needed
| At the bottom end

<table>
<thead>
<tr>
<th>D Range 1-4</th>
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</thead>
</table>
| Refers to one or two aspects of the record; does not show evidence of having looked beyond the first 3 pages of the service record/archives

SUBMIT THIS SECTION FOR MARKING WHEN COMPLETE.

FOLLOW YOUR TEACHER’S INSTRUCTIONS FOR SUBMISSION DATE.
Part 2: Research – Your soldier’s battalion in combat (15 marks)

Using the information you have discovered about your soldier, now research
➔ what events his unit/battalion participated in,
➔ including a battle/campaign that occurred, and that your soldier could have participated in whilst he was serving overseas. You will need to use the dates and places in his service record and other websites such as the Australian War Memorial for information about his unit’s movements.

Battles generally refer to short periods of intense combat localised to a specific area and over a specific period of time, e.g. The Battle of Lone Pine – 6th-9th August 1915.

Campaigns generally refer to broader strategic operations conducted over a large piece of territory and over a long period of time e.g. The Gallipoli Campaign - April to December 1915

NOTE - WORLD WAR ONE (The First World War) IS NOT A BATTLE OR CAMPAIGN - A ‘war’ usually consists of a number of battles and campaigns

1. Name of battle/campaign: (1)

   __________________________________________________________

2. Date/s of battle/campaign: (1)

   __________________________________________________________

3. Give a summary, in full sentences (not dot points) of a battle or campaign that your soldier could have participated in. Remember he has to be alive or in the relevant region at the time of the battle/campaign. In your summary you should consider: (4 marks)

   • Numbers involved
   • Enemy/Allies involved
   • Casualties
   • Significance

   • Decisive Moments and outcome
   • Conditions
   • Technology/Tactics employed
   • Specific Australian experience
Image of Battle (6 marks)

1. Select a primary source photograph that reflects **key aspects of the battle/campaign** you referred to in Part 2a - (see above). Print this image out.

2. Glue this image below and write where you sourced this image. (2)

3. Clearly identify two aspects of the photograph that support your summary of the battle.
   (Use captions or draw arrows to the relevant features with a description accompanying each arrow) (2)
4. Is this photo a reliable source of information about the battle/campaign you researched? This YouTube video helps to explain what reliability is. Explain what contributes to the image’s reliability.

- Makes an accurate judgement
- Judgement is well explained 3
- Makes a judgement about reliability 2
- Describes the image 1
Part 2b - Research using a database – ‘Trove’ (6 marks)

*Trove* helps you find and use resources relating to Australia. It's more than a search engine. *Trove* brings together content from libraries, museums, archives and other research organisations and gives you tools to explore and build. **Note:** *Trove* itself is NOT a primary source but it is a storage place for primary sources. *Trove* is created and maintained by the National Library of Australia.

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**How was the battle/campaign reported on in Australian newspapers?**

→ Go to *Trove*, use the search engine by typing the name of the battle you selected and go to “refine search” and put the date range from **1915 to 1918**.

→ **Select** one article on the battle:

1. **Print** a copy of the article and attach to this booklet. (1)
2. **Highlight** relevant quotes from the article that you will use in question 5 below. (1)
3. **Identify** the newspaper: (1) ______________________________________________
4. **The date** of the article’s publication (day/month/year): (1)

5. Briefly explain how the source was useful in **improving, challenging or confirming** your knowledge and understanding of the battle/campaign. In your response make specific reference to the source using quotes (from question 2 above) and/or paraphrasing. (3)

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
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<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>● Clear explanation of how the article improved or challenged or confirmed knowledge and understanding of the battle</td>
<td>3</td>
</tr>
<tr>
<td>● Clear integration of source in response (quotes, paraphrase)</td>
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<tr>
<td></td>
<td></td>
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<tr>
<td>● Some explanation of how the article improved or challenged or confirmed knowledge and understanding of the battle, but gaps in understanding may be evident</td>
<td>2</td>
</tr>
<tr>
<td>● Some integration of source in response (quotes, paraphrase)</td>
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<tr>
<td></td>
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<tr>
<td>● Limited explanation of how the article improved or challenged or confirmed knowledge and understanding of the battle; gaps in understanding may be evident</td>
<td>1</td>
</tr>
<tr>
<td>● Limited integration of source in response (quotes, paraphrase)</td>
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</tbody>
</table>
Part 3 - Extended Response (15 marks)

How useful have the
i) newspaper article,
ii) the photo and
iii) the soldier's service record
in helping you to understand the experiences of Australian soldiers who fought in the First World War?

In your discussion you will have to consider the i) purpose and ii) perspective of the sources and whether they give us iii) a complete picture of a soldier's experiences in WW1. Referring to what you have learned about WW1 in class will assist you in composing your answer.

The marking criteria is on the last page

Suggested structure

Paragraph 1 - Thesis/introduction - overall reason

Paragraph 2 - The service record

Paragraph 3 - the photograph

Paragraph 4 - the newspaper article
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade/Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student in this band will typically:</td>
<td></td>
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<tr>
<td>● Engage effectively with the question discussing in detail both the</td>
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<tr>
<td>benefits and challenges</td>
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<tr>
<td>● Discusses purpose, perspective accurately</td>
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<tr>
<td>● Write a cohesive and detailed response using evidence from all 3</td>
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<tr>
<td>sources to effectively support their argument</td>
<td>A range</td>
</tr>
<tr>
<td>● Spelling, grammar and punctuation are correct</td>
<td>13-15</td>
</tr>
<tr>
<td>A student in this band will typically:</td>
<td>B Range</td>
</tr>
<tr>
<td>● Engage with the question but the discussion may be focussed on either</td>
<td></td>
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<tr>
<td>benefits or challenges</td>
<td>10-12</td>
</tr>
<tr>
<td>● Discusses purpose, and/or perspective, and/or reliability but may be</td>
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<tr>
<td>an imbalance in the discussion</td>
<td></td>
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<tr>
<td>● Write a detailed response that incorporates evidence from all 3</td>
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<tr>
<td>sources; the evidence may not be seen as effectively supporting their</td>
<td></td>
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<tr>
<td>argument or is not made to link to their argument</td>
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<tr>
<td>● Spelling, grammar and punctuation are correct</td>
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<tr>
<td>A student in this band will typically:</td>
<td>C Range</td>
</tr>
<tr>
<td>● Have the opening sentence which refers to the question</td>
<td>7 - 9</td>
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<tr>
<td>● Limited discussion of benefits and challenges; may be just an outline</td>
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<tr>
<td>of the soldier’s experience.</td>
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<tr>
<td>● Refers to purpose, and/or perspective, and/or reliability and attempts</td>
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<tr>
<td>to link to evidence without giving a clear indication that they</td>
<td></td>
</tr>
<tr>
<td>understand their meaning/significance</td>
<td></td>
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<tr>
<td>● Write a response that is more of a narrative than a discussion. It</td>
<td></td>
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<tr>
<td>may have ‘chunks’ of evidence that are not clearly explained or be</td>
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<tr>
<td>confused and lacking coherence</td>
<td></td>
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<tr>
<td>● Refers to all 3 sources</td>
<td></td>
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<tr>
<td>● Spelling, grammar and punctuation are mostly correct</td>
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<tr>
<td>A student in this band will typically:</td>
<td>D Range</td>
</tr>
<tr>
<td>● Write a response that lacks detail</td>
<td>4-6</td>
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<tr>
<td>● May use the words in the question or clarifying statement</td>
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<tr>
<td>● May refer to purpose or perspective or without giving a clear</td>
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<tr>
<td>indication that they understand their meaning/significance</td>
<td></td>
</tr>
<tr>
<td>● Does not discuss all 3 sources</td>
<td></td>
</tr>
<tr>
<td>● Several errors in spelling, grammar and punctuation</td>
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<tr>
<td>A student in this band will typically:</td>
<td>E range</td>
</tr>
<tr>
<td>● May make a relevant statement</td>
<td>1 - 3</td>
</tr>
<tr>
<td>● May refer to a relevant piece of evidence</td>
<td></td>
</tr>
<tr>
<td>● May refer to 1 source only</td>
<td></td>
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<tr>
<td>● Spelling, grammar and punctuation are not attended to</td>
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