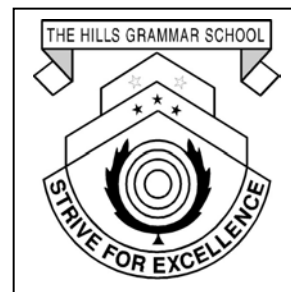


# **ASSESSMENT TASK**

## **YEAR TWELVE:**

## **HSC Modern History Course World War One**



### **AREA OF ASSESSMENT:** Course Component and Weighting

Area of Assessment:	Source Analysis
Component:	Core Course
Weighting:	10%

### **THE ASSESSMENT TASK:**

To answer the questions accompanying this sheet.

### **DEADLINE:**

**This work must be handed in at the Social Science staffroom by 9am on Monday, 2<sup>nd</sup> February, 2004**

**Board of Studies rules dictate that, unless there are extreme circumstances, late work will get Zero.**

### **OUTCOMES:**

**H3.1** use historical terms and concepts appropriately within the contexts of 20<sup>th</sup> century national and international historical investigations

**H4.1** evaluate sources for their usefulness and reliability in relation to specific historical investigations

**H4.2** describe and evaluate different perspectives and interpretations of the past

**H5.1** select and organise relevant historical information from a variety of sources

### **RUBRIC:**

- Make sure you use historical concepts and terminology frequently and accurately.
- Make sure you read and study the sources carefully so that you draw out all the necessary information.
- You are being tested on your ability to weigh up and evaluate the sources in terms of their usefulness and reliability. You must consider the perspectives that are evident and the different interpretations that are made.

### **YOU WILL NEED TO KNOW ABOUT THE FOLLOWING TOPICS:**

- Life In The Trenches
- Military Technology
- War Literature
- Military Strategy & Tactics

#### **SOURCES:** (Check Library)

- *"The Price of Glory"* A. Horne; 1993
- *"The Great War: Sources and Evidence"* Stewart, Fitzgerald and Pickard;
- *"First World War Atlas"* M. Gilbert, 1989
- *"The Great War, 1914-1921"* McAndrew, Thomas and Cummins; 2<sup>nd</sup> Ed.; 2001
- *"Evidence of War"* A. McAllum, 1996
- Commonwealth War Graves Commission [www.cwgc.co.uk](http://www.cwgc.co.uk)
- Modern History Source Book [www.fordham.edu/halsall/mod/modsbook.html](http://www.fordham.edu/halsall/mod/modsbook.html)
- Spartacus website [www.spartacus.schoolnet.co.uk/WW.htm](http://www.spartacus.schoolnet.co.uk/WW.htm)
- Trenches on the Web [www.worldwar1.com/](http://www.worldwar1.com/)
- BBC website [www.bbc.co.uk/history/war/wwone/index.shtml](http://www.bbc.co.uk/history/war/wwone/index.shtml)
- Photos [www.ku.edu/~kansite/ww\\_one/photos/greatwar.htm](http://www.ku.edu/~kansite/ww_one/photos/greatwar.htm)
- [www.firstworldwar.com/](http://www.firstworldwar.com/)

## **Source A**

### A Trench Scene



## **Source B**

Extract from the '*First World War*' by John Keegan, published 1998

The tanks, massed on a front of 10 000 yards, were to advance in dense formation, with the infantry following close behind to take prisoners, capture guns and consolidate the ground conquered. The way into the enemy positions would be secured by the tanks crushing lanes through the wire—in the Hindenburg position at Cambrai several hundred yards deep - while the tanks would find a way across the trenches by dropping into them 'fascines' - bundles of brushwood - as bridges. There were three successive German lines, 7000 yards - nearly four miles - deep, and it was intended to break through all in a single bound on the first day.

Because the Cambrai front had long been quiet, it was garrisoned by only two divisions, the 20<sup>th</sup> Landwehr and the 54<sup>th</sup> Reserve, supported by no more than 150 guns... The 54<sup>th</sup> Reserve ...was commanded by General Von Walter... who had, unusually among German soldiers, taken account of the tanks' potentiality (potential) and trained his gunners to engage moving targets from protected positions.

Walter's keen interest in tank operations - at a time when the German army had no tanks - was to be of the greatest influence on the outcome of the battle. So, too, was the failure of comprehension of the tank's potential on the part of (British) General G. M. Harper, commanding the 51<sup>st</sup> Highland Division, the infantry formation at the centre of the front of attack. Harper, brave but conventional, did not like tanks but loved his Highland soldiers. He had formed the view that tanks would attract German artillery fire on to his infantry and so, instead of insisting that they follow closely, ordered them to keep 150 - 200 yards behind. The resulting separation was to spell doom to the British attack at the now critical moment of the battle.

## **Source C**

### **The Soldier**

**By Rupert Brooke**

If I should die, think only this of me:  
That there's some corner of a foreign field  
That is forever England. There shall be  
In that rich earth a richer dust concealed;  
A dust whom England bore, shaped, made aware,  
Gave, once, her flowers to love, her ways to  
roam,  
A body of England's, Breathing English air,  
Washed by the rivers, blest by suns of home.

**(November-December 1914)**

Rupert Brooke (1887-1915) was born into a well-to-do, academic family; his father was a housemaster at Rugby School, where Rupert was educated before going on to King's College, Cambridge. Brooke actually saw little combat during the war; he contracted blood-poisoning from a small neglected injury and died in April 1915, in the Aegean.

## **Source D**

### **The Happy Warrior**

**By Herbert Read**

His wild heart beats with painful sobs  
his strain'd hands clench an ice-cold rifle  
his aching jaws grip a hot parch's tongue  
his wide eyes search unconsciously

He cannot shriek.

Bloody saliva  
dribbles down his shapeless jacket.

I saw him stab  
and stab again  
a well-killed Boche.

This is the happy warrior,  
this is he...

**(Passchendaele, October 1917)**

Sir Herbert Edward Read (1893-1968), the poet and critic, was born in Yorkshire in 1893. His college studies, at Leeds University, were interrupted by the outbreak of the First World War, in which he served with the Yorkshire Regiment in France and Belgium. During his service he was awarded the Distinguished Service Order (DSO) and Military Cross in the same year, 1918.

# **QUESTIONS**

**30 Marks**

**Make sure you write your name on your work before you hand it in.**

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## **Question 1 (10 Marks)**

(a) Using Source *A*:

**List THREE items used by soldiers in the trench**

**[ 3 ]**

(b) Using Source *B*:

(i) **List FOUR ways that the Allies used the tank.**

**[ 4 ]**

(ii.) **List THREE mistakes made by Harper in planning his attack at Cambrai**

**[ 3 ]**

## **Question 2 (10 Marks)**

Use Sources *A* and *B* and your own knowledge

**How successful were the Allies and the Germans in using technology to break the stalemate on the Western Front ?**

**[ 10 ]**

## **Question 3 ( 10 Marks)**

Use Sources *C* and *D* and your own knowledge

**Assess how useful Sources *C* and *D* would be for an historian studying the changing attitudes of soldiers to the War.**

In your answer, consider the perspectives provided by the two sources and their reliability.

**[ 10 ]**

**TOTAL - 30**