



# WESTERN AUSTRALIA AT WAR 1914

## Year 9: Depth Study 3 Assessment

Assessment type: Historical Inquiry



AUSTRALIAN WAR MEMORIAL

P08644.002

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## **Acknowledgement**

This resource was developed with the support of the Western Australian Government as part of the commemoration of the Anzac Centenary.

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## Teachers' notes

This assessment has been developed to commemorate Western Australian involvement in World War I, in particular: the training camp at Blackboy Hill, the first convoy that left Fremantle and the individuals who sailed in that convoy, the 11th Battalion and the 8th Field Artillery Battery and their roles at Gallipoli. The accompanying Teachers' Handbook contains background information and links to many of the important on-line sites relevant to this historical inquiry. Students are encouraged to look further than the material in the handbook.

**Flexibility:** This program is deliberately flexible to enable teachers to adapt it to their teaching/learning program and to their student cohort. This flexibility includes:

1. It is written as an Historical Inquiry, which covers many of the skills students are required to use as part of the Australian Curriculum, however it can be adapted to become a student based source analysis which would require many of the same skills to be used. The language used in the assessment comes from the curriculum document.
2. Equally, it is written as an Inquiry for individual students, but may also be completed as a group assessment.
3. After the initial teaching of the causes of WWI this inquiry can fit in anywhere within the teaching/learning program.
4. The suggested time for the task is three weeks, being made up of some class time and some out of class research time. This can be adapted to suit the teaching/learning program and the student cohort. The task may need extra scaffolding, depending on the student cohort.
5. Links to appropriate sources have not been included in the task outline as teachers have these links in the handbook. Teachers will decide on how much information and what links they give the students as a starting point, again depending on the student cohort.
6. A possible marking guide is included as part of the assessment, however the marks allocated for each aspect of the assessment have been left blank to allow teachers to give appropriate weightings dependent on other planned assessments. An alternative style of assessment could be to have the students write an in class essay in which they address the research question using their focus questions and selected sources as evidence of their argument.
7. So that students are exposed to all topics, teachers will need to guide individual students/groups in their choice of topic to ensure all topics are covered and presented to the class.

The Historical Knowledge and Understanding, and the Historical Skills covered by this assessment are listed below. Some of the elaborations have been particularised to the focus of the assessment.

## Historical Knowledge and understanding

The following Historical Knowledge and Understanding teaching points are covered by this assessment task:

The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign.

The commemoration of World War I, including debates about the nature and significance of the Anzac legend.

## Historical Skills

The following Historical Skills teaching points are covered by this assessment task:

Chronology, terms and concepts	Elaborations
Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places	<ul style="list-style-type: none"> <li>representing the relationship between events in different times and places ...</li> <li>placing key events in sequence (<i>for example, the dates related to the first convoy, the chronology of one of the individuals</i>)</li> </ul>
Use historical terms and concepts	<ul style="list-style-type: none"> <li>Appropriate use of words such as <i>convoy, Battalion, embarkation etc.</i></li> </ul>
Historical questions and research	Elaborations
Identify and select different kinds of questions about the past to inform historical inquiry	<ul style="list-style-type: none"> <li>assembling, as part of the planning process, a range of sources that would be useful for researching <i>the role of Western Australians on the first convoy, their training in Western Australia, Egypt and Lemnos and their role at Gallipoli</i></li> </ul>
Identify and locate relevant sources, using ICT and other methods	<ul style="list-style-type: none"> <li>locating historical sources from archives, museums and online collections (<i>for example the Australian War Memorial site and the HTAWA collection of World War I stories</i>)</li> </ul>
Analysis and use of sources	Elaborations
Identify the origin, purpose and context of primary and secondary sources	<ul style="list-style-type: none"> <li>explaining the significance of a source such as <i>the AIF Nominal Roll of enlistments or the original photographs of, for example, the Blackboy Hill Camp</i></li> </ul>
Process and synthesise information from a range of sources for use as evidence in an historical argument/narrative	<ul style="list-style-type: none"> <li>For example, finding information to draw conclusions about the significance of <i>the first convoy, the 11th Battalion, individual contributions and the Gallipoli campaign</i></li> </ul>

Evaluate the reliability and usefulness of primary and secondary sources	<ul style="list-style-type: none"> <li>understanding that the reliability and usefulness of a source depends on the questions asked of it (<i>For example, how reliable are personal memories</i>)</li> </ul>
<b>Perspectives and interpretations</b>	<b>Elaborations</b>
Identify and analyse different historical interpretations (including their own)	<ul style="list-style-type: none"> <li>examining different accounts of <i>the first convoy</i> (<i>for example logs, diaries and official accounts</i>), and explain the variations in perspective which can lead to different historical interpretations</li> </ul>
<b>Explanation and communication</b>	<b>Elaborations</b>
Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced	<ul style="list-style-type: none"> <li>Developing an historical argument... with consistent reference to the evidence available</li> </ul>
Select and use a range of communication forms (oral, graphic, written) and digital technologies	<ul style="list-style-type: none"> <li>Using online <i>resources</i> and other forms of ICT</li> </ul>

## Year 9 Modern History: Student task outline

### Depth Study 3: World War 1

Assessment type: Historical inquiry

#### Conditions:

Time allowed for completion of the task: 3 weeks including some class and library time for research and final presentation. Research work may also be conducted in your own time.

**The task: Discuss the significance of ONE of the following to the role of Western Australians in World War I OR in the development of the ANZAC Legend.**

1. Choose one of the topics from the following list:
  - The training camp at Blackboy Hill
  - The 11th Battalion
  - The 8th Field Artillery Battery
  - The first convoy
  - The sinking of the SMS *Emden* by HMAS *Sydney*
  - The Gallipoli Campaign
  - Individual Western Australian soldiers and their stories.
2. Complete some general research on your chosen topic such as who, what, where, when and why to provide you with background information.
3. Develop four or five focus questions about your selected topic that help you explore the historical significance of your topic to the role of Western Australians in World War I OR in the development of the ANZAC Legend. Discuss these questions with your teacher.
4. Complete your research, making notes on your focus questions and develop a thesis.
5. Find between six and eight sources that will enable you to develop a visual and written presentation to illustrate your thesis. The sources must include both primary and secondary sources, and text and visual sources. Where it is appropriate maps, statistics and/or timelines should be included.
6. Annotate each source to show:
  - a. the historical narrative included in each source
  - b. the significance of the people/events
  - c. the origin, purpose and/or context of the source
  - d. the information included in the sources which can be used as evidence of the historical narrative and or significance
  - e. a comment on the reliability and usefulness of the sources.
7. Create a document booklet or a PowerPoint of the sources. Order your sources to form a logical argument or historical narrative which illustrates your thesis.
8. A correctly formatted bibliography must be included.

## Marking Guide for Historical inquiry

Description of what will determine your mark	Marks available
Evidence of general research: who, what, where, when and why	
Four or five questions about the topic to allow the development of a thesis	
Notes on the focus questions	
Choice of appropriate sources: <ul style="list-style-type: none"> <li>• Primary/ Secondary</li> <li>• Text/ Visual</li> <li>• Maps/statistics/timelines etc.</li> </ul>	
Ordering of sources to form a logical argument or historical narrative which illustrates your thesis.	
Annotations: <ul style="list-style-type: none"> <li>• historical narrative included in each source</li> <li>• the significance of the people/events</li> <li>• the origin, purpose and context of the source</li> <li>• the information included in the sources which can be used as evidence of the historical narrative and/or significance</li> <li>• a comment on the reliability and usefulness of the sources</li> </ul>	
A correctly formatted bibliography	
Final presentation <ul style="list-style-type: none"> <li>• appropriate choice of sources</li> <li>• historically accurate annotations</li> <li>• addresses the thesis</li> </ul>	
Total	
Teacher comment	