

East Renfrewshire Council: Education Department Practitioner Moderation Template

Prior to the moderation exercise, please complete the following information and submit it to your facilitator with assessment evidence from one learner that you judge to have successfully attained the Es' and Os'.

Experiences and Outcomes:

I can use my knowledge of a historical period to interpret the evidence and present an informed view
SOC 3-01a

I can describe the factors contributing to a major social, political or economic change in the past and can assess the impact on people's lives.
SOC 3-05a

I can discuss the motives of those involved in a significant turning point in the past and assess the consequences it had then and since.
SOC 3-06a

By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and to organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.
LIT 3-26a

Learning Intentions: I will learn... (covering all of unit)

About the causes of the Great War

About the nature of the warfare and key battles

About the use of new technology

About the impact of war on the soldiers who fought in the war

About the impact of war on wider society

To select relevant historical detail and use this to communicate my ideas and understanding effectively.

Success Criteria: I will be able to... (covering all of unit)

Identify different causes of war

Describe / explain the use of different forms of new technology

Describe the experience of the trenches

Explain the impact of the war on civilians and on women.

Select relevant evidence from primary and secondary sources and evaluate appropriately

Write an extended piece of writing based on accurate historical information

Design a propaganda poster

Briefly outline the context and range of quality learning experiences that have been provided making reference to the chosen design principles.

Record the range of assessment evidence that was gathered to meet the success criteria (Say, Write, Make, and Do) considering breadth, challenge and application.

Formal Assessment- write

Jotter work- write

Newspaper article – make / write

Propaganda poster work – make / write

Briefly outline the oral/written feedback given to the pupil on progress and next steps, referring to the learning intention and success criteria.

Pupil received a variety of feedback, oral and written on a number of occasions over the course of his / her time in History. Feedback takes the form of general feedback about progress and next steps as well as specific feedback, more closely aligned to particular tasks, E&Os. Class teacher has also completed an interim report.

Pupil Voice:

What have you learned? How did you learn? What skills have you developed?

See pupil evaluation attached.

Did the learner successfully attain the outcomes? YES/NO

YES

SARAJEVO TIMES

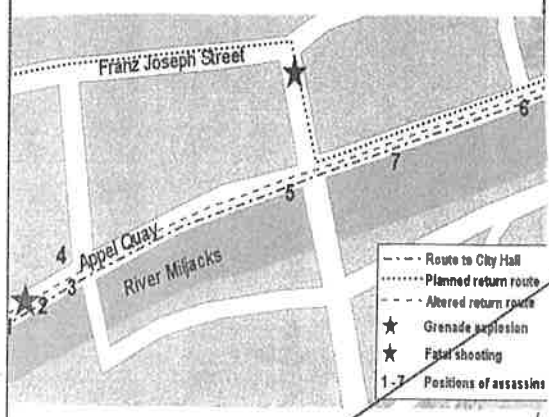
Archduke shot with wife by his side, both dead.

The heir to the Austrian throne has been killed, during a trip to Sarajevo to try and talk about peace between Austria and Bosnia. He and his wife Sophie had been on their way to Sarajevo City Hall, when a bomb was thrown at their car. Fortunately, the bomb bounced off the back of the car, missing the Archduke, but wounding 12 others. Later on, Ferdinand and Sophie went to visit the injured in hospital. On their way back, the driver made a wrong turn, stopping right where Gavrilo Princip was standing. Princip was a member of the Black Hand Gang, along with 7 others, one of whom had thrown the bomb at Ferdinand's car earlier that day. The Black Hand Gang saw Austria as their 'first and greatest enemy' after they annexed Bosnia, who thought they should have joined with Serbia.

Princip fired his gun twice, one bullet hit Franz Ferdinand, and the other hit his wife Sophie, killing her immediately. Princip swallowed a cyanide pill, but it did not work and just made him violently ill. He was soon arrested.

Eye witness said that before the Archduke died, his last words were, 'Sophie, dear Sophie, don't die! Stay alive for our children.'

The assassination has sparked more and more talk of war and conflict seems more likely every day.



LIT 3-26a
SOC 3-06a

The assassination took place when the driver made wrong turn, and stopped the car.

Although Princip was arrested, he was 17 days too young to be given a death sentence. He later died in prison of tuberculosis.

Assessment: Newspaper Article

Using the information from your booklet and any other relevant information that you have found out from your research, design and write a newspaper article describing the events of June 28th 1914 – the day that Archduke Franz Ferdinand and his wife were assassinated in Sarajevo.



Assassination at Sarajevo newspaper article – success criteria		
Your article should feature:	Achieved	Not - achieved
Literacy - an eye-catching headline LIT 3-26a	✓	
Literacy - text written in your own words – not copied! LIT 3-26a	✓	
Pictures, photos or diagrams	✓	
Literacy - appropriate use of sentences and paragraphs LIT 3-26a	✓	
Key information about the murder - what happened, who did it and why? SOC 3-01a SOC 3-06a	✓	
The possible consequences for Europe? SOC 3-06a	✓	
Good presentation	✓	
Teacher comment: <i>Excellent newspaper article Alice, well done! Your work is very neat, detailed and accurate and covers all the success criteria. Good job! 😊</i>		

STARTER

1. What can you see in this poster?
2. Why do you think this poster was made?
3. Why do you think it made men want to 'join up'?



ST NINIAN'S HISTORY: S2



WW1 RECRUITMENT

LEARNING INTENTION:

We are understanding how a British **propaganda** campaign encouraged men to join the army in 1914.

SUCCESS CRITERIA:

- ✓ **Explain** some of the reasons why men joined the army in 1914.
- ✓ **Describe** British propaganda (what it was and how it was used)
- ✓ **Create** your own recruitment poster.

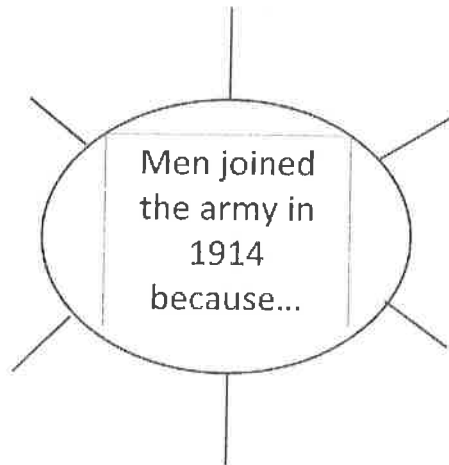
LORD KITCHENER'S CAMPAIGN

- Secretary of War, 1914.
- Wanted a new **volunteer** army of at least 100,000 men.
- Started a nationwide campaign pushing for volunteers. This included the use of propaganda and **recruitment drives** at music halls and sporting events.



REASONS FOR VOLUNTEERING

<http://www.bbc.co.uk/programmes/p01fmgcf>

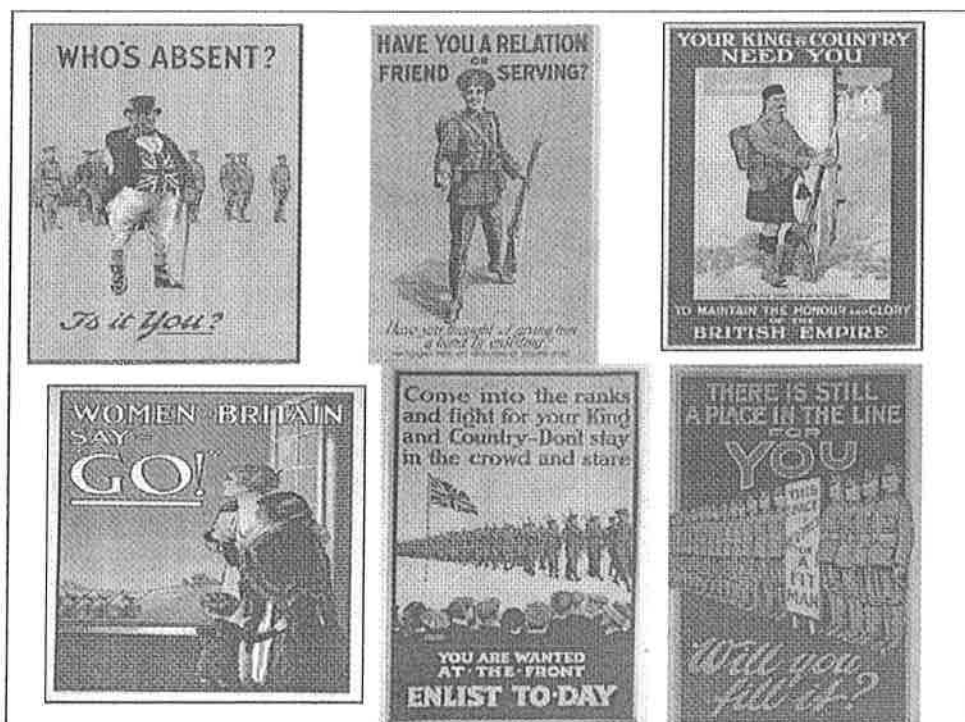


Copy a spider diagram like this into your books.

We are going to watch a video of WWI Soldiers discussing the reasons why they decided to join the army.

Try to list as many different reasons as you can, that explain why these men chose to enlist.

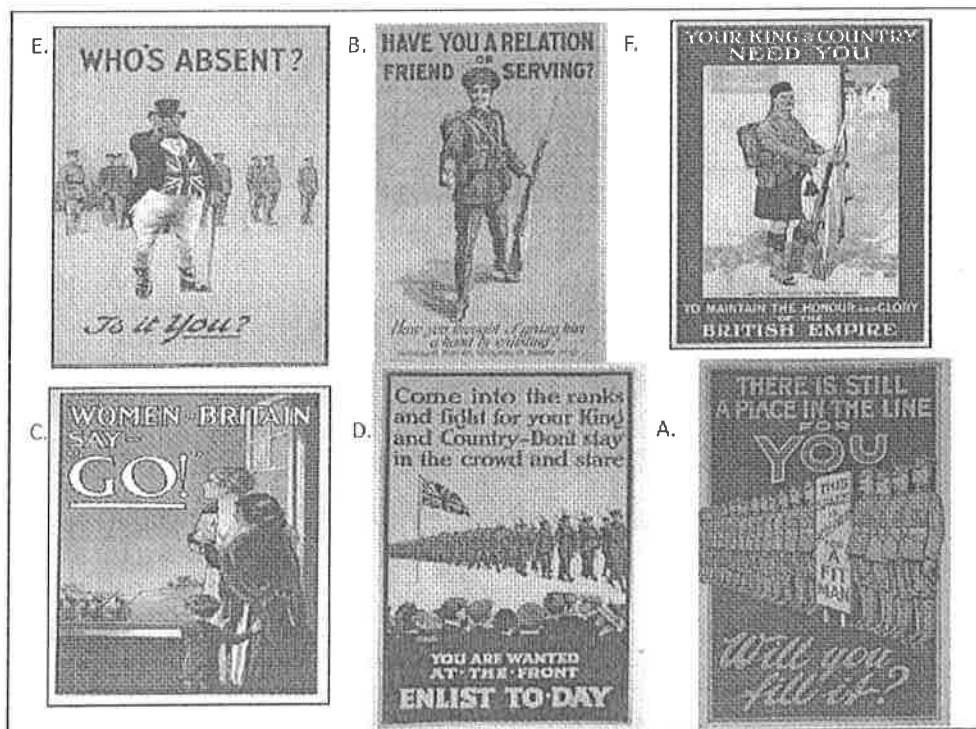
Men joined the army in 1914 because...



GLOSSARY

PROPAGANDA – information used to promote a political cause or point of view.

This information is often **biased** (one-sided).



CROWDS WAITING TO ENLIST, 1914



CREATE YOUR OWN PROPAGANDA POSTER

Design a poster to persuade someone to join up to the army.

What makes a successful propaganda poster?

- Colourful and well laid out
- Clear message or slogan
- *Persuasive*: must make men want to join the army!

EXTENSION

- Look at your spider diagram from earlier in the lesson. Pick your two most important reasons **OTHER THAN PROPAGANDA** in getting people to enlist in the army.
- Write a short paragraph for each reason, explaining why you have chosen it.

WERE YOU SUCCESSFUL?

- ✓ **Describe** British propaganda (what it is and how it is used)
- ✓ **Explain** some other key reasons that encouraged men to volunteer for the Army in 1914.

STARTER: RECAP

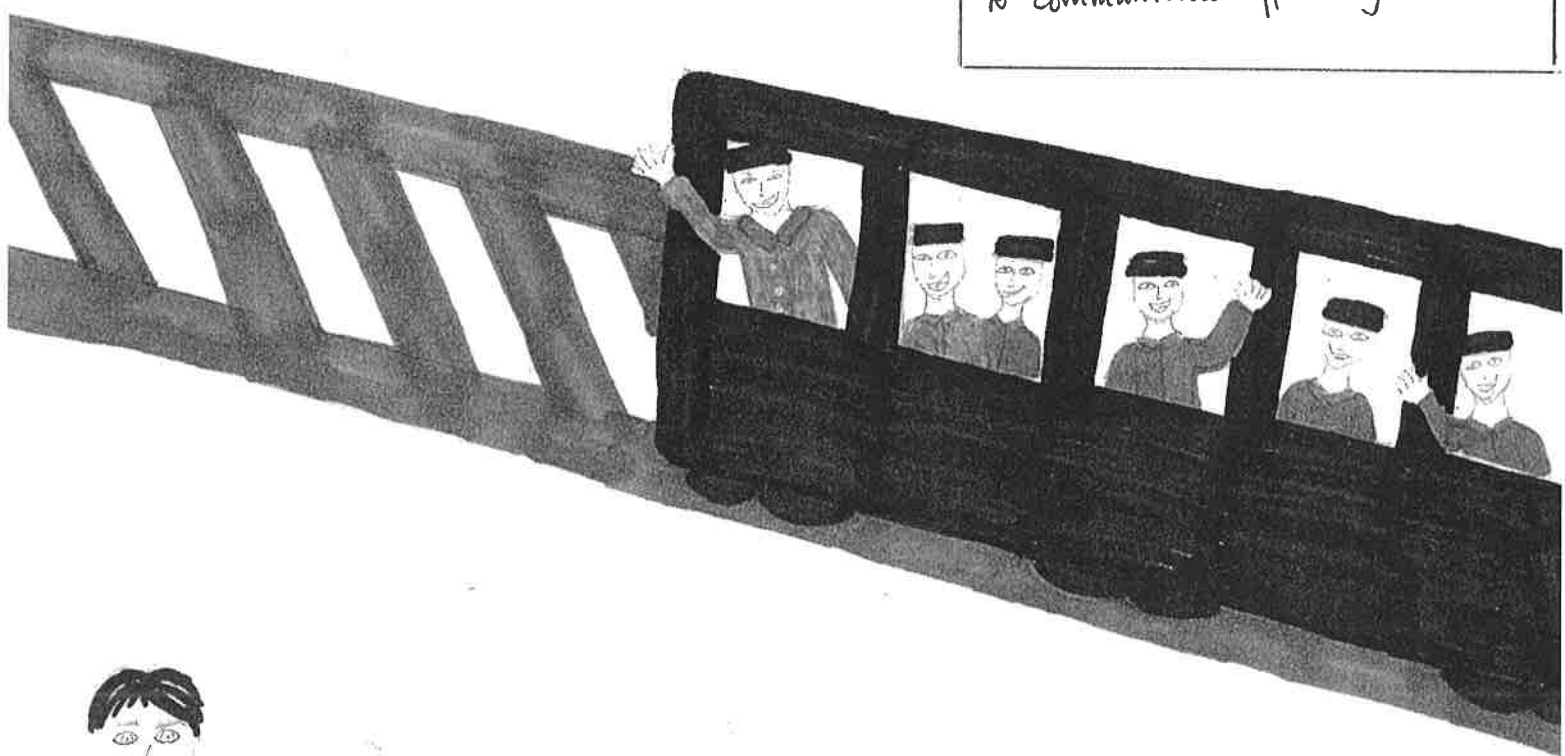
1. Give 3 reasons why men joined the army in 1914
2. Who was the Secretary of War in 1914? (Hint: His name sounds like where food is cooked!!)
3. What is the word given to posters and films that encouraged men to **enlist**? (Try not to peek at your glossary!)
4. Why were women targeted with their own posters?

Will you be our country's missing link?

SOC 3-01a

LIT 3-26a

"consider type of text" select ideas and relevant info for different purposes ... I can use suitable vocabulary to communicate effectively .."



Join up today!



1) Explain the reasons why the First World War broke out in 1914.
(3-01a, 3-05a)

4

In **Source E** a First World War soldier describes conditions in the trenches in 1917.

Source E

People back home don't know what it is like in the trenches. One day when I took off my tunic I noticed with horror I was covered with lice. There were huge flies everywhere. The main problem in our trench however was the huge number of rats. They grew very fat on the food that they stole from us. We hated them as they fed on the dead. One night I woke up with a fright when a rat ran over my face.

2) Evaluate the usefulness of **Source E** as evidence of the conditions in the trenches during the First World War?

4

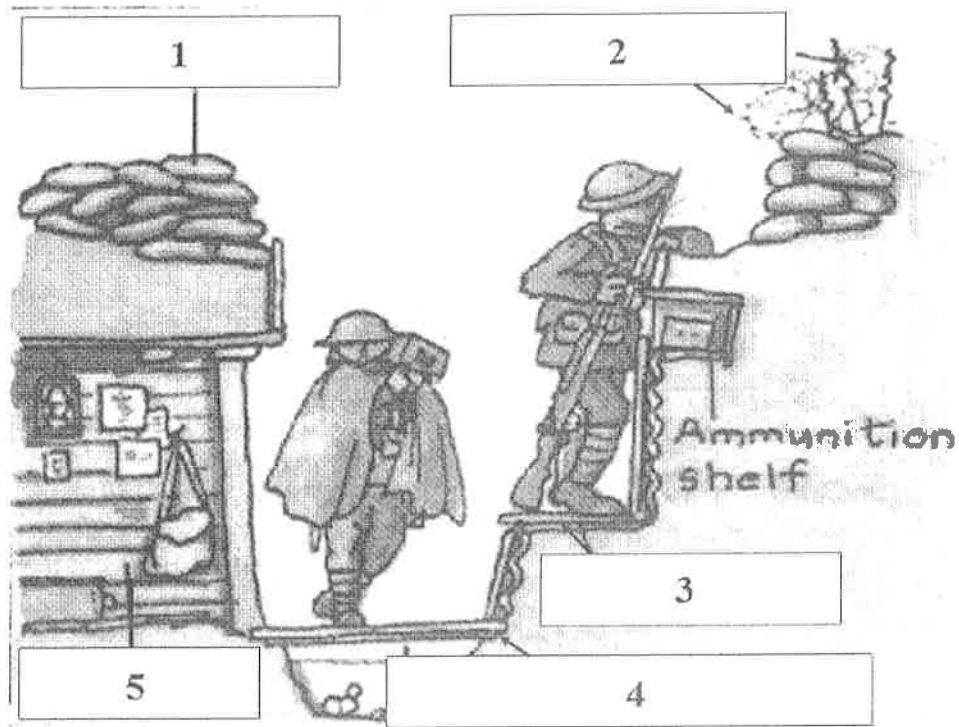
Select the 4 correct statements below:

- A: Source E is useful because it was written by a soldier who experienced conditions in the trenches
- B: Source E is less useful because it is not written by a historian who has studied lots of war conditions
- C: Source E is useful because it was written during WW1
- D: Source E is less useful because it was written after WW1
- E: Source E is useful because it mentions how rats were very common in the trenches
- F: Source E is useful because it mentions how soldiers suffered shell shock
- G: Source E is useful because it mentions the types of food soldiers ate
- H: Source E is useful because it mentions that soldiers suffered lice

(3-01a)

3) Name the parts of the trench diagram which have been numbered 1-5.

5



SOURCE B describes the impact of aircraft during the First World War.

SOURCE B

The aeroplane was a relatively new invention. Britain was the only country to enter the war with a properly trained air force. Planes quickly showed how useful they were by spotting enemy activity. Aerial photographs helped to plan more effective attacks. Eventually fighter planes were developed to shoot down spotter planes.

4) a. How fully does **SOURCE B** describe the use of new technology on the Western Front?

4

(Identify 2 points of evidence from the source which answer the question. Add 2 more points from your own knowledge about other forms of new technology used on the Western Front)

4) b. What was the most important technological development during the First World War? Give a reason to justify your answer.

2

(3-01a)

5) Explain the ways in which the DORA regulations impacted on the lives of the British people during the war.

3

(3-06a)

Total marks (22)

Ilic Martin

World War One Assessment

1. There were 2 alliances: The Triple Alliance and the Triple Entente*. There was a naval race between Britain and Germany, so as each country developed new technology and artillery, a war became more likely. On the 28th June 1914 the Archduke Franz Ferdinand was assassinated in Sarajero, while trying to resolve the problems his country had with Sarajero. This sparked more talk of war because Britain were unhappy with the outcome.

SOC 3-01a
SOC 3-05a
- Identifies factors

2. Source E is useful because it was written by a soldier who experienced conditions in the trenches. (A) ✓

Source E is useful because it was written during WWI. (C) ✓

- interprets evidence

Source E is useful because it mentions how rats were very common in the trenches. (E) ✓

4. Source E is useful because it mentions that soldiers suffered lice. (H) ✓

- 3. 1 - sandbags ✓
- 2 - barbed wire ✓
- 3 - fire-step ✓
- 4 - duckboards ✓

5. 5 - dug-out. ✓

4. a) The source says that aerial photographs taken from planes helped to plan more effective attacks. It also says that fighter planes were developed to shoot down spotter planes. Tanks were also developed during the First World War. Flamethrowers were also used a lot by Germany to set fire to soldiers and anything around them. ✓

b) Heavy artillery was very important because its firing range was very long. It was also a key piece of technology used in the Battle of The Somme by the Germans when they launched their attack on Britain.

The Defence of the Realm Act meant that British people had to be cautious of what they talked about in public, because it was illegal to talk about military matters. Bonfires and fireworks were also banned in case spotter planes saw them or people assumed there had been an attack. Opening hours of pubs were also cut so that people would concentrate more on the war effort and be drinking less. - SOC 3-06a - valid opinion of the impact of historical event.

SOC 3-01c
- interprets evidence and presents an informed view

* Austria-Hungary invaded Bosnia which Bosnia was unhappy with. Many people thought Bosnia should have joined with Serbia. Russia then became involved without

warning Britain¹, which caused Britain to refuse Russia access to the Mediterranean Sea. So already there was tension between the two alliances. Because of the Alliance system, if 2 countries went to war, it was more likely it would spread, as allies would go to war to support each other. ✓