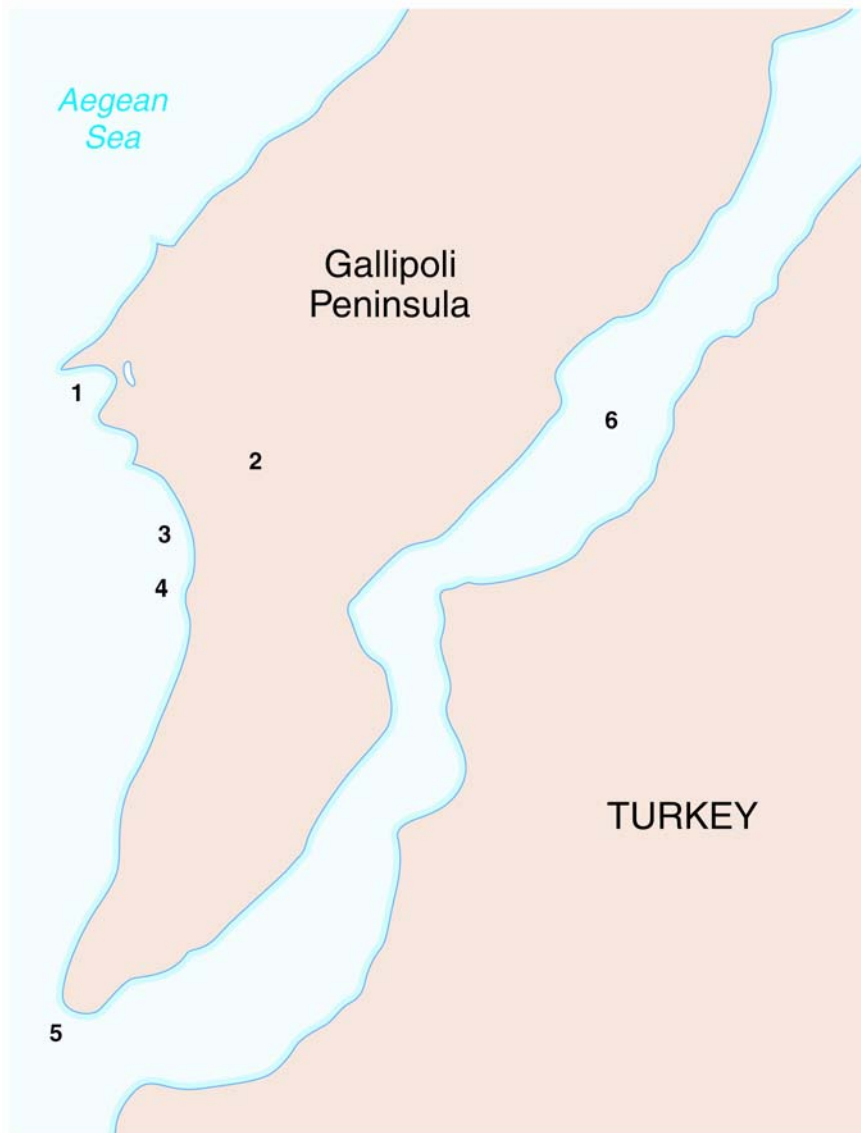


## Chapter 2: Australia and World War I

- 1 Describe Australia's relationship with Britain in 1914.
- 2 Explain the reasons for Australia's involvement in World War I.
- 3 Match these places with the numbers shown on the map of the Gallipoli Peninsula below:
  - Gaba Tepe
  - The Dardanelles
  - Anzac Cove
  - Sari Bair
  - Cape Helles
  - Suvla Bay



4 Match these places with the numbers shown on the map of the Western Front below:

- Vimy
- Amiens
- River Somme
- Verdun
- Ypres



5 Use your learning from this chapter to describe the experiences of Australians in the Gallipoli campaign. In your answer use a variety of sources, including a database or website.

6 Following is a sample answer (with annotations) to the question 'Explain how and why the Anzac legend was created'. Use the marking guidelines provided after the sample answer to decide what mark out of 10 you would give this answer.

Requires an answer to be written as an explanation text.

### ***Explain how and why the Anzac legend was created***

‘How’ means explaining what happened, showing cause and effect, telling about the process, detailing the steps.

‘Why’ means giving reasons to explain the sequence of events, the motive, the result.

General statement of ‘how’. This will be expanded in the body of the text.

General statement on ‘why’. This will also be expanded in the body of the text.

Reasons (‘why’) introduced.

Introductory paragraph to introduce the explanation.

The Anzac legend, developed soon after the landing of the Anzacs at Gallipoli in 1915, has remained part of Australia’s history and culture. Many historians believe this legend did not develop accidentally but was deliberately created to generate national pride in both the soldiers and Australia.

Describing the steps to show ‘how’ the Anzac legend started.

Use of historical facts

Signals the use of sources to be used in the body of the text.

New paragraph to begin the body of the explanation

Naming of two relevant personalities and giving details about them.

Present throughout the Gallipoli campaign were C.E.W. Bean, the Australian war correspondent, and E. Ashmead-Bartlett, a British journalist. Their descriptions of the landing of the Anzacs were communicated back to Australia and became the start of the Anzac legend. Anderson and Ashton claim these two individuals had ‘an enormous influence’ on the creation of the Anzac legend<sup>1</sup>. This view is supported by Winter who describes how Bean’s *Story of Anzac*, published in 1916, along with Ashmead-Bartlett’s stories of the heroics of the Anzacs, were rapturously received by the Australian public.<sup>2</sup> The beginning of the Anzac legend and the image of the digger were therefore the result of the writings of two influential war correspondents.

Further information on ‘how’ the legend was created.

Use of a secondary source as evidence.

Use of footnotes to give reference details about the source.

Further explanation of ‘how’ with use of ‘therefore’ and ‘the result of’.

New paragraph to begin a new topic within the explanation.

Throughout the Gallipoli campaign, Bean continued to create the Anzac legend. He wanted the story of Anzac to last long after the war and to ‘never

More information on ‘how’ Bean created the legend.

<sup>1</sup> Anderson, M and Ashton, P, *Australian History and Citizenship*, 2000, page 91

<sup>2</sup> Winter, J, in *The Oxford Companion to Australian History*, 1998, pages 28–30

<sup>3</sup> Anderson, M and Ashton, P., *Australian History and Citizenship*, 2000, page 91

<sup>4</sup> Winter, J, in *The Oxford Companion to Australian History*, 1998, pages 28–30

<sup>5</sup> Thompson, A, *Anzac Memories: Living with the Legend*, 1985, page 218

<sup>6</sup> Robertson, J, *Anzac and Empire: The Tragedy and Glory of Gallipoli*, 1990, page 263

|   |  |  |
|---|--|--|
| Quotes from Bean.                               | die'. He was keen to establish a permanent war memorial to 'hold the sacred memory of the AIF' and to have an official history of Australia's involvement in the war written.  | A reason for 'why' given.  |
| New paragraph to begin new topic.               | Bean became Australia's official war historian and wrote a number of the volumes, including two covering the Anzac campaign. He used these to expand the Anzac legend so that it symbolised the birth of the new nation and the Australian spirit. The Anzac legend was not about the defeat of the Australian and New Zealand soldiers at Gallipoli but a celebration of their qualities. This creation was carefully constructed by Bean, for example, he ignored any files containing evidence of cowardice or desertion by Australian soldiers. <sup>3</sup> | Another 'how' given with the words 'used these to'.<br><br>Another reason 'why' given with the word 'so'.<br><br>Another 'how' showing the process used. |
| Inclusion of an example.                        | As a consequence of Bean's motive to glorify the Anzacs and promote nationalism, the legend was created. He was extremely successful as shown by the continuation of the commemoration of Anzac Day with its sacred themes of loyalty, endurance and sacrifice.  | Cause and effect—both 'how' and 'why'—signalled with the words 'as a consequence of'.  |
| Information from sources.                       | There are some historians, such as Winter <sup>4</sup> and Thompson <sup>5</sup> , who believe the legend created by Bean is narrow and ignores women and Aboriginal Australians. They believe the purpose of Bean's Anzac legend was to explain the Australian experience of war in terms of national character and achievement, but in doing so Bean excluded or limited individual experiences that did not match the image he wished to create.  | Reasons 'why' Anzac legend was created.<br><br>Explaining 'how' it happened.   |
| New paragraph to introduce a different opinion. | Others, like Robertson, defend Bean stating what Bean saw at Gallipoli was not a figment of his imagination and the stories of 'bravery, recklessness, a cynical or disrespectful attitude towards authority outside battle, stern discipline  |  |
| Information from source.                        |  |  |

under fire, and so on' were accurate.<sup>6</sup>

Concluding paragraph to sum up the explanation.

The Australian and New Zealand soldiers made history at Gallipoli. It was primarily Bean who turned this into the Anzac legend for the purpose of preserving their memory and generating a national spirit.

Summary of 'how' and 'why'

<sup>1</sup> Anderson, M and Ashton, P, *Australian History and Citizenship*, 2000, page 91

<sup>2</sup> Winter, J, in *The Oxford Companion to Australian History*, 1998, pages 28–30

<sup>3</sup> Anderson, M and Ashton, P, *Australian History and Citizenship*, 2000, page 91

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<sup>5</sup> Thompson, A, *Anzac Memories: Living with the Legend*, 1985, page 218

<sup>6</sup> Robertson, J, *Anzac and Empire: The Tragedy and Glory of Gallipoli*, 1990, page 263

### Marking guidelines

| Mark | Criteria   | Outcome |
|------|--|---------|
| 9-10 | • Clearly explains the development of the Anzac legend and its impact on Australian life     | 5.1     |
|      | • Sequences key events to show cause and effect  | 5.4     |
|      | • Uses a variety of sources appropriately  | 5.6     |
|      | • Clearly explains different perspectives and interpretations                                | 5.7     |
|      | • Locates, selects and organises relevant historical information from several sources        | 5.8     |
|      | • Always uses historical terms and concepts correctly  | 5.9     |
|      | • Uses the correct text type to clearly explain both how and why                             | 5.10    |
| 7-8  | • Explains the development of the Anzac legend   | 5.1     |
|      | • Sequences most events to show cause and effect   | 5.4     |
|      | • Uses a number of sources appropriately   | 5.6     |
|      | • Explains different perspectives and interpretations  | 5.7     |
|      | • Locates, selects and organises mostly relevant historical information from several sources | 5.8     |
|      | • Mostly uses historical terms and concepts correctly  | 5.9     |
|      | • Uses the correct text type to explain both how and why                                     | 5.10    |

|     |  |  |
|-----|--|--|
| 5-6 | <ul style="list-style-type: none"> <li>• Outlines the development of the Anzac legend</li> <li>• Sequences some events to show cause and effect</li> <li>• Attempts to use some sources, usually appropriately</li> <li>• Attempts to explain different perspectives and interpretations</li> <li>• Locates, selects and organises usually relevant historical information from more than one source</li> <li>• Attempts to use historical terms and concepts correctly</li> <li>• Uses the correct text type and addresses how and why</li> </ul> | 5.1<br>5.4<br>5.6<br>5.7<br>5.8<br>5.9<br>5.10 |
| 3-4 | <ul style="list-style-type: none"> <li>• One or two general points about the Anzac legend</li> <li>• Sequences events but does not show cause and effect</li> <li>• Limited use of sources</li> <li>• Other perspectives and interpretations mentioned</li> <li>• Locates, selects and organises some relevant historical information from one source</li> <li>• Limited use of historical terms and concepts</li> <li>• Limited use of explanation text type to address how or why</li> </ul>   | 5.1<br>5.4<br>5.6<br>5.7<br>5.8<br>5.9<br>5.10 |
| 1-2 | <ul style="list-style-type: none"> <li>• Mentions the Anzac legend without specific detail</li> <li>• Contains one or two events</li> <li>• Unclear or no use of sources</li> <li>• Little or no mention of different perspectives and interpretations</li> <li>• Limited historical information located and used</li> <li>• Very general use of historical terms and concepts</li> <li>• One or two reasons mentioned</li> </ul>  | 5.1<br>5.4<br>5.6<br>5.7<br>5.8<br>5.9<br>5.10 |

**7** Explain how and why the conscription debate divided Australian society.

**8** Describe the experiences of one of the following groups during World War I in Australia:

- persons of German descent
- women
- Aboriginal Australians

- 9** Research the ways that Australia has commemorated World War I over time. Prepare an outline that includes both written and visual material.