

Environment Study:

British Sector of the Western Front

Intro WWI Video



10% of your whole GCSE

Mainly source based

You will consider:

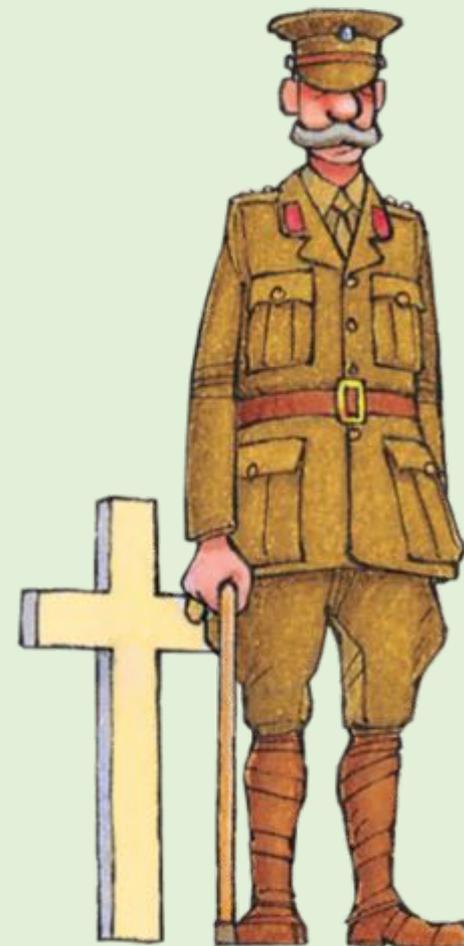
The terrain of trench warfare

How medical treatment advanced during WWI

How medical treatment suffered during WWI

Types of injuries and illnesses of a WWI soldier

Developments of Surgery in WWI



Source skills I will need:



NATURE:

What is the source you're looking at? A photograph, Diary, Letter, Newspaper, Official Report etc...

ORIGIN:

When was it made? At the time, years later etc...
Who made it? A surgeon, soldier, nurse, etc...

PURPOSE:

Why was it made? To log incidents, report a battle result to the government, log a treatment, injury type, inform etc...

CONTENT:
Complete and Context

What does the source say / show? Pick out key details from the source of what it tells you eg. A procedure, journey etc.. Does it leave anything out? Does it only talk about one person, one trench etc

ACCURATE:

Is what the sources say accurate? Do they support what you know from your own knowledge? Or is the information exaggerated? (Link to *Purpose*)

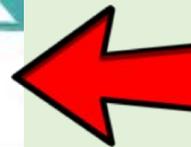
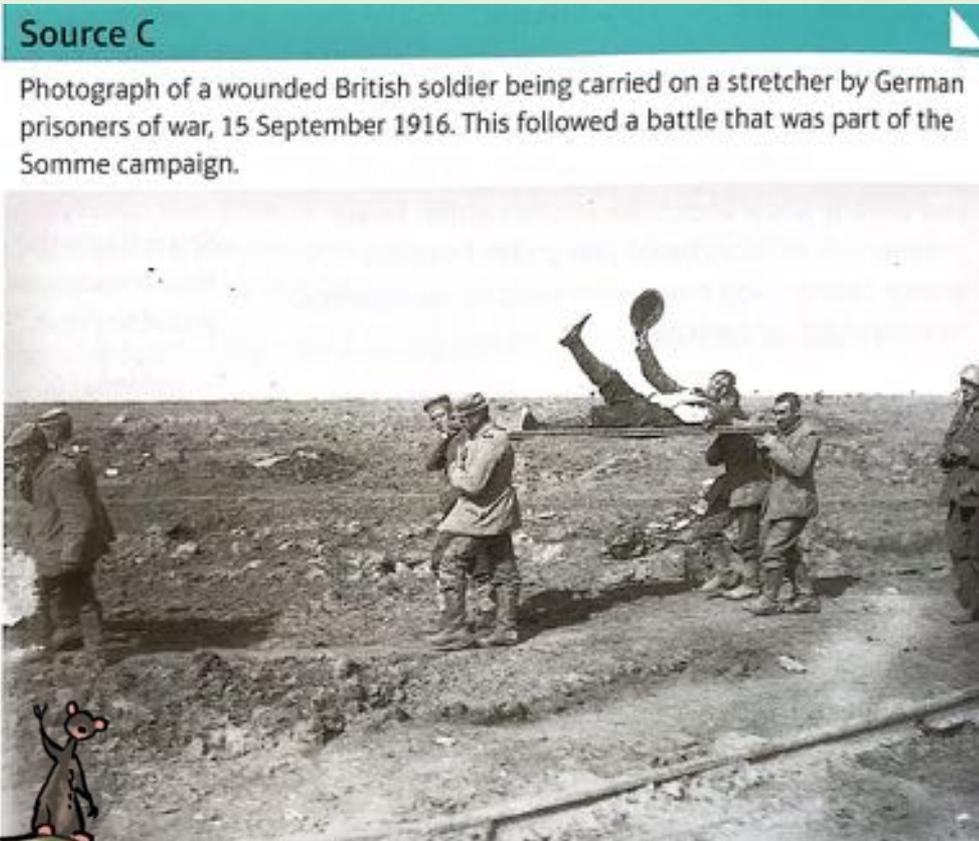
TYPICAL:

How typical are the events in the sources? Are they things that happened regularly eg leg surgery, wounds etc or more rare

Provenance of a source



The provenance of a source is what we look at to help us decide how useful a source might be when trying to answer a specific question. The provenance is the **N O P** part of our skills.



This is where we find our NOP of a source

Stick this in your book and write around it the NOP of this source

**N
O
P**

Explain how knowing this information can affect how useful a source is (or not)

Then we add CAT



Origin & Purpose



So, we have established who made the source. Let's think about their viewpoint...

Do they support Brexit?

Do they support Arsenal?

Have they even been to France?



Having considered these ideas, it can help us decide why the source was written...

To encourage people to revote?

To moan about the result?

To criticise the French food?

If you are reading a description of the medical treatment received by soldiers during the Battle of the Somme in a newspaper back home, it might be useful to know whether it was written by an opponent of the government or a supporter.

What might someone criticising General Haig's 'Over the Top' tactic say?

What might a supporter of General Haig say about his 'Over the Top' tactic?

Origin & Purpose

Another example might be criticising Government Propaganda

“Government propaganda was deliberately created to change people’s views. It might be exaggerated, it might leave things out (like the death rates), or it might just not be true”

Should we avoid using propaganda sources then?

NO:

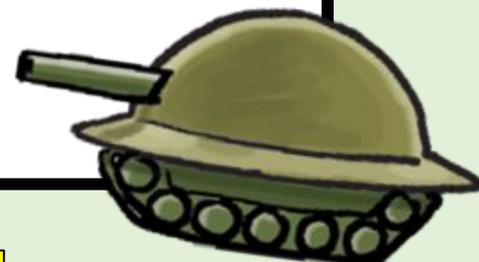
They show us a great deal of what Government thought or wanted us to know at the time



If we read something about the problems that faced the medical services during the Battle of the Somme ...

Would it be more useful if it was – rank this list in order of most useful 5 – 1 least useful:

- By someone who had fought in the Battle of the Somme?
- General Haig (General of the army) commenting from behind the lines
 - A surgeon following the battle
 - A historian's book written in 1998
 - A soldiers diary in 1987



When you have ranked them, explain (justify) why you have decided your particular order

Then or After?

What is the difference between commentary of a football match and the account of the same game 20 years later in a player's autobiography?

Which is more useful?



What about... (Discuss with your partner)

- The diary of a losing fan written the same day of the game?
 - The diary of a losing fan written years later?
 - The diary of the winning manager?
- The referees report of the game (who doesn't support either team)?



WARNING

Some easy assumptions we can make

Just because it was written years later, doesn't necessarily mean it is useless or less useful, depending on who wrote it and for what purpose, it could actually be more useful because the historian might have researched carefully lots of sources from the time and with hindsight.

Just because it was written at the time, doesn't necessarily mean it is true. For example, a nurse driving an ambulance who was writing to her parents back home a couple of days after a famous battle. She would likely not go into too much detail about the death and injuries she was dealing with. **WHY?**

What if she was writing to the chief surgeon? Would she tell the truth?

Hopefully you can see, that this 'source' business has many layers to it.

You just need to be able to **THINK** outside the box, really question things that you're reading or looking at, and remember to say how those ideas affect usefulness etc...

Ultimately, a source can only usefully be used as evidence when there is a specific question or enquiry attached to it...

Source B

From Pat Beauchamp's autobiography, *Fanny Goes to War*, published in 1919. Beauchamp first worked as a nurse, bringing in the wounded from the trenches, and from 1916 as an ambulance driver. Here she is describing driving casualties to the Base Hospitals.

The battle of the Somme was in progress. Besides barges and day trains, three ambulance trains arrived each week. The whole Convoy turned out for this; and one by one the twenty-five odd cars would set off, keeping an equal distance apart, forming an imposing looking column down from the camp, across the bridge and through the town to the railway siding... Arrived at the big railway siding, we all formed up into a straight line to await the train... The ambulances were then reversed right up to the doors, and the stretcher bearers soon filled them up with four lying cases [wounded who could not walk]... Those journeys back were perfect nightmares. Try as one would, it was impossible not to bump a certain amount over those appalling roads full of holes and cobbles. It was pathetic when a voice from the interior could be heard asking, "Is it much farther, Sister?" and knowing how far it was, my heart ached for them. After all they had been through, one felt they should be spared every extra bit of pain that was possible. When I in my turn was in an ambulance, I knew just what it felt like. Sometimes the cases were so bad we feared they would not even last the journey, and there we were all alone, and not able to hurry to hospital owing to the other three on board.

Firstly, stick this in your book and NOP the source

Let's add a specific question or enquiry:

When you've read the source, write a small paragraph answering the following...

How useful is Source B in learning about the role of ambulance drivers driving the wounded to base hospitals?

then

How useful is Source B in learning about the conditions in the casualty clearing stations?



Checkpoint:

Source C

Photograph of a wounded British soldier being carried on a stretcher by German prisoners of war, 15 September 1916. This followed a battle that was part of the Somme campaign.



Make a list of the criteria we can use to work out how useful a source might be?

Then, to the best of your knowledge, try to answer your criteria

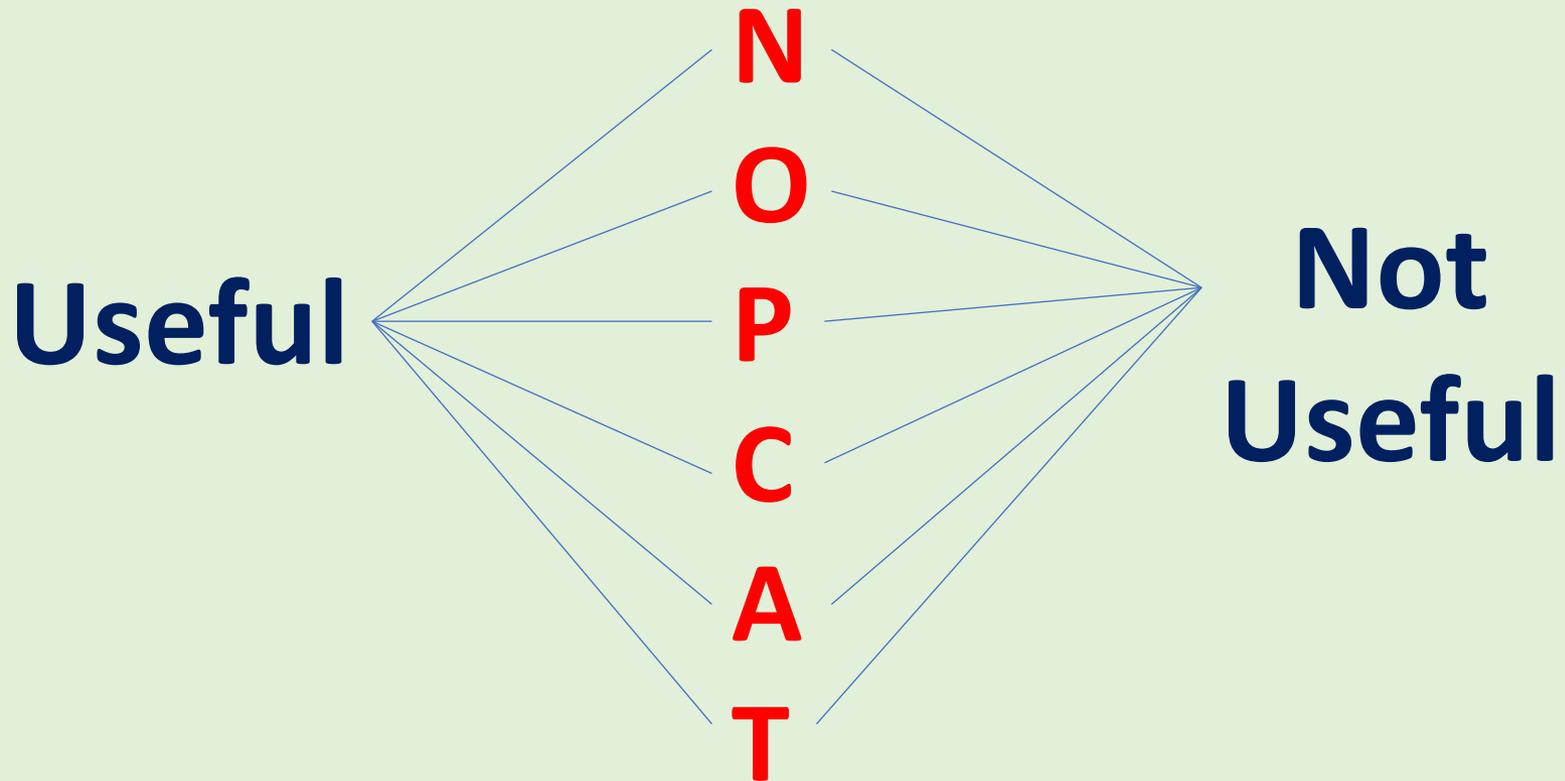
Hint: you've already done the first 3 for this source

N
O
P
C
A
T

Contextual own knowledge

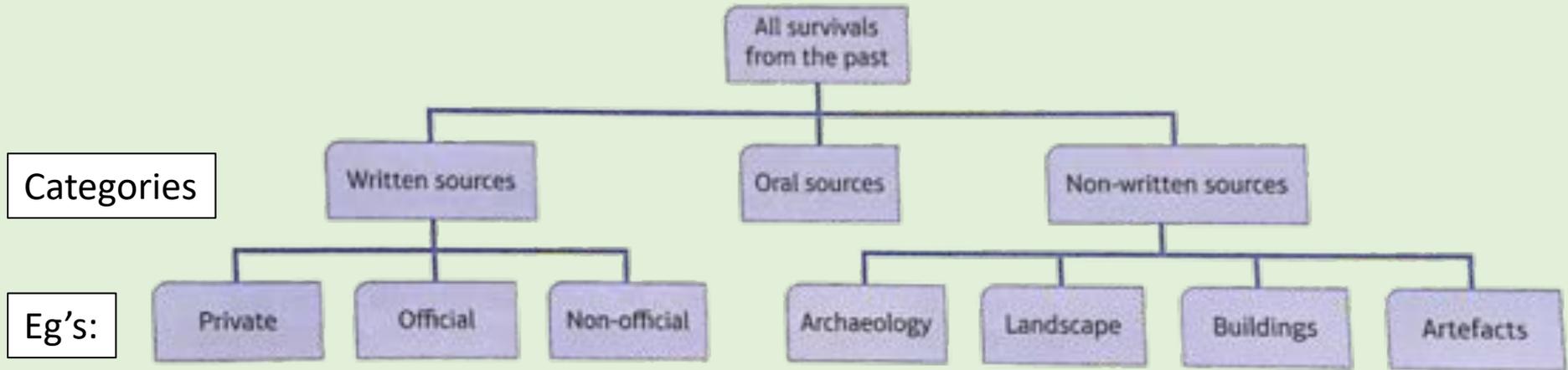


Q2a: How useful are Sources A & B for an enquiry into ... [8]



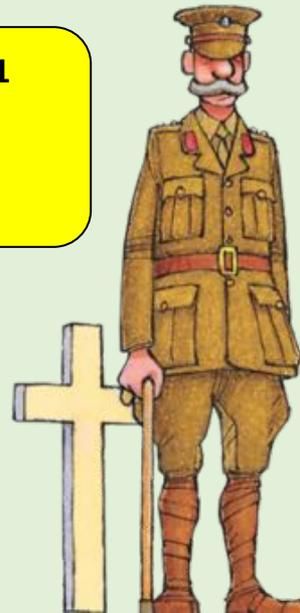
You basically just have to give examples of how your each part of your NOPCAT analysis makes the source useful AND not useful, then a conclusion saying how useful overall you think both of the sources are...

Following up a source:



Using this chart, make a list of sources you could use to study your own life. Try to have at least 1 example from each category.

Then explain why each example would be useful



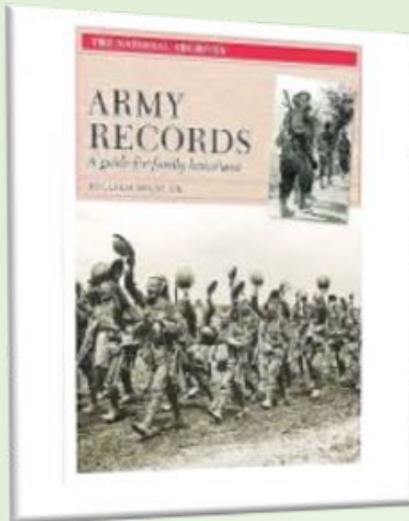
Types of sources we can use to find out more:



National / Local newspapers



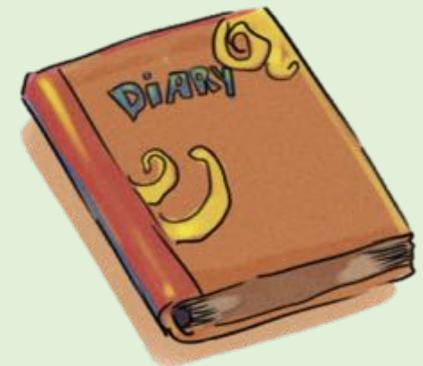
**Articles / Journals from
surgeons, nurses and
doctors who were there**



**National Army records
& statistics
(individuals & battles)**



**Government reports on
various aspects of the war**



**Personal accounts (diaries,
poetry, medical
treatments from doctors,
nurses and patients)**



The newest question type to GCSE

(b) Study Source B.

How could you follow up Source B to find out more about the problems involved in performing operations on the Western Front?

In your answer, you must give the question you would ask and the type of source you could use.

Complete the table below.

(4)

Detail in Source A that I would follow up: **From the source**

After doing well for three days a massive gas infection set in.

Question I would ask:

How effective were the different types of treatments for dealing with infections like gas gangrene?

What type of source I could use:

Army medical records with statistical data on the survival rates of men who had different treatments for gas gangrene such as irrigation, debridement and amputation.

How this might help answer my question:

It would help to see if one of the treatments that was used on the Western Front was more effective than the others.

- 5 mins on this question MAX
- Fill the lines they give you in the paper, 1 or 2 sentences for each section

Stick this example in and different types of sources



Write these eggs on your answer sheet

Q1: Describe 2 features of... [4 marks]

- 5 mins on this question MAX
- Fill the lines they give you in the paper
- 2 points with some extra information

What would you score this out of 4?



1 Describe **two** features of Casualty Clearing Stations

Feature 1

Casualty Clearing Stations were as close as possible to the front line.

Feature 2

The wounded were divided into three groups in the casualty clearing stations.

(Total for Question 1 = 4 marks)

2/4



Reason:

It is an average answer because there are 2 features given, but there is no supporting information.



Q1: Describe 2 features of... [4 marks]

- **5 mins on this question MAX**
- **Fill the lines they give you in the paper**
- **2 points with some extra information**

What would you score this out of 4?

1 Describe **two** features of Casualty Clearing Stations

Feature 1

Casualty Clearing Stations needed to be close enough to the frontline to be able to deal quickly with the wounded, but far enough away to have some protection from shelling.

Feature 2

A triage system was used to divide the wounded into groups in the clearing stations. Those who were not likely to survive would only be made comfortable, but not treated.

(Total for Question 1 = 4 marks)

4/4



Reason:

It is a strong answer as it gives 2 clear features of Casualty Clearing Stations and has specific extra detail to make the descriptions more precise.



Q1: Describe 2 features of... [4 marks]

- 5 mins on this question MAX
- Fill the lines they give you in the paper
- 2 points with some extra information

1 Describe **two** features of Casualty Clearing Stations

Feature 1

One features of the Casualty Clearing stations was that they needed to be close enough to the frontline to be able to deal quickly with the wounded, but far enough away to have some protection from shelling.

Feature 2

A second feature of the CCS was it had a triage system that was used to divide the wounded into groups in the clearing stations. Those who were not likely to survive would only be made comfortable, but not treated, whilst those with severe injuries were treated first.

(Total for Question 1 = 4 marks)



TIME TRIAL

On your blank version of the answer grid stuck in your books, write this answer in 5 minutes or less...

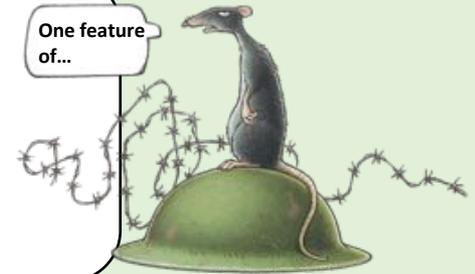
Recap of this part of Paper 1: 10% of GCSE

Q1: Describe 2 features of... [4 marks]

- 5 mins on this question MAX
- Fill the lines they give you in the paper
- Describe two separate features both including some specific knowledge

You will now be given a 'Features Log' sheet that you should fill in as we go through this course

One feature of...



Q2a: Study sources A and B: How useful are Sources A and B for an enquiry into [x]...? [8]

- 15 mins on this question MAX
- NOPCAT both sources reflecting how they affect usefulness of both sources directly related to the specific enquiry in the question
- Useful and not useful



Q2b: How could you follow up Source B to find out more about the (specific focus will be given) [4 marks]

- 5 mins
- You will have to create **your own** question from something you find in the source
- Choose one of the sources we can use that would be best to help answer **your** question
- Explain how that source would help you answer **your** question