

Extended Writing Focus Marking Task

Life In The Trenches

Imagine that you are a soldier in the trenches. Give yourself a name. Put together a diary that may have been kept by this soldier.

Suggestions for things to include:

1. Several days diary entries
2. A letter from home (inserted between the pages)
3. A letter which you are writing home (again on a separate piece of paper)
4. A prayer card
5. A pressed flower
6. A poem

REMEMBER - This work is to be done on paper and folded into the shape of a diary. You will be given a national curriculum level for this work.

You should use all the information you have learnt in class (routine / keeping clean and healthy and casualties). You should also read the sources below for further information:

Source A



Source B

"One British private said that his overriding memory of all his time on the western front was the smell'. Another in his diary spoke of 'a penetrating and filthy stench'... One of the first demands of the conquering troops was for a double ration of tobacco to mask the overwhelming stink of the corpses. A Frenchman who fought in this sector wrote 'We all had on us the stench of dead bodies. The bread we ate, the stagnant water we drank, everything we touched had a rotten smell, owing to the fact that the earth around us was literally stuffed with corpses'."

Source C

"There was always something to be done: digging, filling sandbags, carrying ammunition, scheming against water, strengthening the wire, resetting duck-boards. These duties seemed of such importance that they absorbed one's entire stock of energy."

Source D

"If you have never had trench feet described to you, I will explain. Your feet swell to two or three times their normal size and go completely dead. You could stick a bayonet into them and not feel a thing. If you are lucky enough not to lose your feet and the swelling begins to go down, it is then that the indescribable agony begins. I have heard men cry and scream with the pain and many have had to have their feet and legs amputated."

Source E

"Soldiers never knew when they would be able to get home. Often it was over a year before they saw their friends and families again. Soldiers longed for 'Blighty', which was army slang for Britain and home". Most of them carried photographs of their families, wives or girlfriends in their tunic pockets. Their only contact with home was by letters and postcards. Soldiers in the front line were allowed to send only field postcards. Those further away from the fighting could write letters. These letters were censored by the authorities to make sure that no one had given away information which would help the enemy. Families and organizations like the Red Cross sent parcels of luxuries to the troops - razor blades and soap, cigarettes, cake and chocolate, hand-knitted socks and gloves."

Source F

"Whilst asleep during the night, we were frequently awakened by rats running over us. When this happened too often for my liking, I would lie on my back and wait for a rat to linger on my legs; then violently heave my legs upward, throwing the rat into the air. Occasionally, I would hear a grunt when the rat landed on a fellow victim."

WW1 Focus Marking Task (Extended Writing)

Level	What the pupil has done	Level Descriptor
4	<ul style="list-style-type: none"> •Pupils show some factual knowledge of routine, keeping clean and healthy or dangers faced. •Their work is accurate but lacks depth. • They attempt to structure their work. • For top of level they include examples of their own research. 	<ul style="list-style-type: none"> •Pupils show factual knowledge and understanding of aspects of the history of Britain.
5	<p>As above and</p> <ul style="list-style-type: none"> •Pupils have covered all the target areas in some depth. •Their work is accurate and includes some examples of originality. • They structure and organise their work well. •For top of level there may be some examples of research 	<ul style="list-style-type: none"> •Pupils show increasing depth of factual knowledge of the history of Britain. •They select + organise information to produce structured work, making appropriate use of dates + terms. •Using their knowledge + understanding, pupils are beginning to evaluate sources of information + identify those that are useful for particular tasks.
6	<ul style="list-style-type: none"> • There will be many examples of their own research. •All target areas will be covered in detail and their work will be original. • Their work is highly structured and organised. • They will make clear use of outside materials such as library books and websites, which will be written in their own words. 	<ul style="list-style-type: none"> •Using their knowledge + understanding, they identify + evaluate sources of information, which they use critically to reach + support conclusions.
7	<ul style="list-style-type: none"> •They demonstrate a high degree of originality and be highly researched. • Their work will be well organised and covers in depth all of the target areas and some original ones as well. • They demonstrate examples of sustained research using the web and other materials. •They will demonstrate good empathetic skills. 	<ul style="list-style-type: none"> •As above and •Pupils show some independence in following lines of enquiry.