

# **All Saints Catholic High School**



**History Department**  
**Unit Guide for prospective External Students**

**AS Level    Modern World History**

## **‘The Experience of Warfare in Britain 1854-1929’**

- **Scheme of Work**
- **Bibliography**
- **Assessments**
- **Examinations**

### **Scheme of Work**

- **Current exemplar as of 2009/10 – subject to Edexcel guidelines and alterations.**



## **History Programme of Study: Unit 2 British History**

**Module:** Option C, Topic 1 – ‘The experience of warfare in Britain: Crimea, Boer and The First World War 1854-1929’

**Focus- ‘Changes and Reforms’: Social, political, technological, economical and in relation to nationhood and patriotism, both during and after the following three conflicts involving Britain.**

- 1. Crimean War**
- 2. Second Boer War**
- 3. The Great War 1914-1918**

| Key Theme   | Detailed Content  | Resources  | Methodology  | Time  |
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| <p>a)<br/>The Crimean War and Mid-Victorian Britain</p> | <ul style="list-style-type: none"> <li>• Britain in the 1850s: social hierarchy and social change</li> <li>• Politics and institutions and the Army of 1854: purchase of commission – why had it become an issue?</li> <li>• Fighting the Crimean War</li> <li>• Reporting the Crimean War: the first war correspondents</li> <li>• Exploring source material: seeing below the surface – the making of inferences. The use of photographs and their impact.</li> </ul> | <p>Edexcel GCE History</p> <p><i>'The Crimean War'</i></p> <p><i>The Victorian Web: The role of the Victorian Army. The Crimean War</i><br/>Paul Kerr.</p> <p><i>Balaclava 1854 – The charge of the Light Brigade</i> DVD x 2<br/><i>The Crimean War</i><br/>John Sweetman</p> <p><i>Roger Fenton; Photographer of the Crimean War</i><br/>Secker &amp; Warburg 1954</p> | <p>Preparation question and formal essay question on Source based material to be issued during unit.</p> <p>Introduction to course: , maps and 'power point' presentation;<br/>Reading – <i>The Victorian Web: 'Standards of Living'</i> documents</p> <p><b>Homework: Reading – <i>The Victorian Web: Principles of British Foreign Policy 1815-1865</i> (paper)</b></p> <p><b>Causes of the Crimean War: Long and Short term causes</b><br/><b>Assess material and handouts: discuss Nolan, Cardigan, Lucan etc and social hierarchies transferred to war and 'etiquette' of battle.</b><br/>Nolan article.</p> <p><b>Homework: Preparatory Essay – Military and domestic class systems</b></p> <p>Assess style, content and message/purpose of Fenton's</p> | <p>1½ x lessons</p> <p>(5 Hours total):<br/>NB – 'Fighting The Crimean War' allocated 1½ hours.</p> |

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|  |  |  | <p><b>photographs: (propaganda, moral) – selection of photographs for discussion (group discussion work and feedback/notes). Possible comparisons with photographs of American Civil War; PowerPoint*</b></p> <p><b>Text book: text reading, discussions, questions and ‘Skills Builder’ exercises<br/>Pp 2 - 57</b></p> |  |
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| <p>b)<br/>Feeding and Nursing the army</p> | <ul style="list-style-type: none"> <li>• <b>The Commissariat and its shortcomings.</b></li> <li>• <b>Medical care: the horrors of Scutari.</b></li> <li>• <b>The work of Florence Nightingale, Mary Stanley and Mary Seacole and the attempts to improve nursing care during the war.</b></li> <li>• <b>Exploring source material: comparing similarities and differences.</b></li> </ul> | <p><i>'Civilians at War'</i> document</p> <p><i>The Wonderful Adventures of Mrs Seacole in many lands</i><br/>Falling Wall Press</p> <p><i>An Autobiography of Elizabeth Davis</i><br/>Honno Books Cardiff<br/>1987</p> <p>Article: <i>Guardian</i><br/>9.3.07</p> | <p><b>Review role of Commissariat: definition and role; internal and external criticisms - experience and age; methods of appropriation of supplies.</b></p> <p><b>Homework: Reading - 'The Crimean War' (Chapter Five) – 'Sisters of Mercy' Comparisons between Hall and Nightingale to be recorded and discussed in class.</b></p> <p>Attitude to Seacole; attributes and ideas of Seacole</p> <p>Comparison task sheet on differing accounts of nursing/nurses/Nightingale; Qualifications/suitability, criticisms. Students to present 'For and Against' assessments of Nightingale (positive and negative critical study). Material to be recorded for VLE<br/><b>Homework: QC 1 Sources 1, 2 and 3</b></p> | <p><b>5 hours</b></p> |
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| <p>c)<br/>The consequences of war</p> | <ul style="list-style-type: none"> <li>• The reform of the commissariat and medical care for the army after 1855.</li> <li>• Developments in nursing in Britain post 1855.</li> <li>• Cardwell's Army Reforms 1868-74.</li> <li>• The drive for greater government efficiency: reform of the civil service.</li> <li>• Considering historical claims eg: how far did the Crimean War stimulate reform – how do we decide?</li> </ul> | <p><i>Google Books:</i></p> <p><i>Purchase System document: reform in light of results from Crimean War; Victorian Web document: 'Cardwell's Army Reforms 1870-1881'.</i></p> | <p><b>PowerPoint: Reforms and their implications: prepared note sheet to be completed and discussed</b></p> <p><b>Group discussion on reform and timetable for reform; judgements to be made regarding later events – Zulu War and Commissariat for example – and Officer-soldier relationships.</b></p> <p><b>Key Question: Did reform and change occur?</b></p> <p><b>Questions as to how we decide upon level of reform</b></p> | <p><b>5 hours</b></p> |
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## History Programme of Study: Unit 2 British History

### Module: Option C, Topic 1 – ‘The experience of warfare in Britain: Crimea, Boer and The First World War, 1854 – 1929’

| Key Theme                                     | Detailed Content  | Resources   | Methodology   | Time allocated |
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| d)<br>The Boer War and late Victorian Britain | <ul style="list-style-type: none"> <li>Attitudes to empire at the end of the 19<sup>th</sup> century.</li> <li>Fighting the war 1899-1902: the nature of the campaigns.</li> <li>Reporting the war: the new press (Daily Mail 1896) and its style.</li> </ul> | <p>Map; timeline; combatants.</p> <p><u>The Victorian Web</u> – Article: ‘Why did the British Empire expand so rapidly between 1870 and 1900?’</p> <p><i>History of the 20<sup>th</sup> Century</i></p> <p><i>The British Empire</i></p> <p>‘<i>The Edwardians</i>’</p> | <p>Preparation question and formal essay question based on Source Material to be issued during course.</p> <p>Class reading; discussion; annotation of text; understanding of terminology</p> <p>Homework: read and annotate article ‘Uneasy Splendour’ pp 9-12</p> <p>PowerPoint; ‘The Three Phases’ of fighting<br/>Readings: notes and questions</p> | 5 hours        |

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|  | <ul style="list-style-type: none"> <li>• The use of propaganda.</li> <li>• Exploring source material: giving weight to the evidence and the concept of 'provenance'.</li> </ul> | <p>Magazine articles and satirical art</p> <p>Text on construction of 'war atrocity' stories: political and military use of.</p> | <p>Review and discuss; compare with contemporary newspaper accounts and use of propaganda</p> |  |
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| Key Theme                                  | Detailed Content   | Resources   | Methodology   | Time allocated |
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| e)<br>The Political impact of the Boer War | <ul style="list-style-type: none"> <li>• The encouragement of jingoism – the khaki election</li> <li>• Critics of the war: Lloyd George and the pro-Boers; Campbell Bannerman and 'methods of barbarism'.</li> <li>• Views of Empire: Joseph Chamberlain and the dream of imperial unity; the anti-</li> </ul> | <p>Articles and texts:</p> <p>Critics (x3)</p> <p><i>Industry and Empire</i> pp 160-169</p> | <p><b>Homework:</b> Definition of 'Jingoism' discussion; comparison contemporary terminology.</p> <p>Articles for reading and annotating<br/>Discuss in class: Who and why? 'Music Hall'; National and Imperialistic tendencies</p> <p>Review of 1900 Election – what effect did the Boer War have on voting?<br/>Chamberlain V Lloyd George: (personalities)</p> | 5 hours        |

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|  | <p>imperialist reaction – J A Hobson.</p> <ul style="list-style-type: none"> <li>• The 1906 election: the legacy of war.</li> <li>• Considering contrasting historical views e.g. the impact on attitudes to empire.</li> </ul> |  | <p>Profile of Joseph Chamberlain:<br/> <b>Homework: ICT based study for presentation; question on VLE</b></p> |  |
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| <p>f)<br/> <b>The stimulus to reform</b></p> | <ul style="list-style-type: none"> <li>• Recruitment and the medical condition of volunteers.</li> <li>• National efficiency: the constructive role of the state.</li> <li>• Improving the next generation: free school meals, medical inspection etc.</li> <li>• National Insurance and improving the nation's health.</li> <li>• Defending the Empire: CID and</li> </ul> | <p>Article and definition and reference quotes for annotation</p> <p><i>Stevenson</i> article and set questions</p> <p>Liberal Party Reforms article</p> | <p>'How does National Efficiency relate to the Boer War?'</p> <p>Read, discuss, annotate: preparation for question: NC preparation with 'mock' question. 'Walsh' pp 50-57</p> |  |
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|  | <p><b>Army reform.</b><br/>Exploring source material eg: resolving conflicts in evidence.</p> | <p><b>'Bias' in journalism and Historiography</b></p> | <p><b>Four articles for discussion</b></p> |  |
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| <b>Key Theme</b>  | <b>Detailed Content</b>  | <b>Resources</b>   | <b>Methodology</b>   | <b>Time Allocated</b> |
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| <p>g)<br/>The First World War:<br/>Organising an army</p> | <ul style="list-style-type: none"> <li>• The BEF and the Territorials in 1914</li> <li>• Building a mass army – Kitchener and volunteers</li> <li>• Conscription and its impact 1916-1918:<br/>conscientious objectors</li> <li>• The structure and</li> </ul> | <p><i>'The Official History of the Great War'</i></p> <p><i>The First Day on the Somme – Martin Middlebrook</i></p> <p><i>'Shot at Dawn'</i></p> <p><i>'Pals' – series of books</i><br/><i>The 12<sup>th</sup> (Service)</i></p> | <p>Preparation question and formal essay question based on Source Material to be issued during unit.</p> <p>Film assessment and discussion: structure of the British Army; Haldane Reforms.</p> <p>Where did the Volunteer army come from?</p> | <p>5 hours</p>        |

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|  | <p>organisation of a large army: dealing with deserters</p> <ul style="list-style-type: none"> <li>• Exploring source material eg giving weight to evidence – changing perspectives and the interpretation of the past</li> </ul> | <p><i>Battalion York and Lancaster Battalion – Sheffield City Battalion</i> as example.<br/> <b>Video: Channel 4 – Lions led by Donkeys 1984</b></p> <p><i>‘Stand To !’</i> articles concerning <i>Haig</i> and interpretations of History through documentary and film</p> <p><b>‘The Shell-Shock Debate’</b> article from <b>Stand To!</b></p> <p><i>Reviews in History</i> article</p> <p><i>Shot at Dawn</i></p> | <p><b>The need for discipline: study of court – martial’s and death sentences – presentation on individual case studies and questions to accompany task</b></p> <p><b>Reading and annotation of article and questions relating to study to be completed. Discussion and explanation of terms</b></p> <p><b>Homework: Presentation - Individual research regarding a soldier shot after Court Martial during Great War</b></p> |  |
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| Key Theme  | Detailed Content                      | Resources  | Methodology  | Time Allocated        |
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| <p><b>h)</b><br/> <b>Fighting the War</b></p> <ul style="list-style-type: none"> <li>• From a war of movement to trench war 1914;</li> <li>• Trench warfare 1915 – Neuve Chapelle, Gallipoli, Loos</li> <li>• 1916 – Somme</li> <li>• 1917 – Ypres</li> <li>• The Year of Victory and Defeat: 1918</li> <li>• Changing and varying public and personal attitudes to the war</li> <li>• Considering historical views: eg Haig the Butcher of the Somme or victor of 1918?</li> <li>•</li> </ul> | <p><b>Studies of 1914 – 1918:</b></p> | <p><b>Official History 1914, 1916 editions</b></p> <p><b>Notes from My Documents regarding chronological course of war and fighting</b></p> <p><b>War interpretations: literature; newspapers; censorship; postcards – creating the <i>History</i> through interpretations both contemporary and secondary</b></p> | <p><b>Explanation and maps concerning Schlieffen Plan</b></p> <p><b>Assessment of 3<sup>rd</sup> Ypres PPT</b></p> <p><b>Video assessment: series including 3 documentaries</b></p> <p><b>PPT –Trench Terminology</b></p> <p><b>Readings from ‘<i>Somme Mud</i>’ and ‘<i>Her Privates We</i>’ relating to how literature is constructed and how it interprets war.</b></p> <p><b>Handouts from Paul Fussell’s <i>Great War and Modern Memory</i></b></p> <p><b><i>Battle of the Somme</i> BBC 1976</b><br/> <b>‘<i>Oh What A lovely War</i>’ DVD</b></p> | <p><b>5 hours</b></p> |



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| <p><b>j)</b><br/> <b>The growth of the state</b></p> <ul style="list-style-type: none"> <li>• <b>DORA: the state and the individual</b></li> <li>• <b>Taxation: paying for the war</b></li> <li>• <b>The organisation of war production: nationalisation and the direction of labour</b></li> <li>• <b>Propaganda and the control of the media</b></li> <li>• <b>Exploring source material: eg reaching a reasoned</b></li> </ul> | <p><b>D.O.R.A.</b></p> | <p><b>D.O.R.A. article and sections from <i>Walsh</i> text book</b></p> <p><b>Facsimile newspapers from 1916 x3</b></p> | <p><b><u>Homework</u></b><br/> <b>Student research and presentation – Q: What status did the individual hold in Britain during the Great War?</b></p> |  |

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| <p><b>k)</b><br/><b>Social and political change</b></p> <ul style="list-style-type: none"> <li>• The extension of the franchise</li> <li>• New job opportunities for women</li> <li>• Impact on the home</li> <li>• Impact on class and class structure</li> <li>• Considering historical claims eg the short and longer term impact on opportunities for women</li> </ul> | <p><b>Women: war work; attitudes; suffrage</b></p>                                   | <p><i>‘Walsh’ Economic and Social text book</i></p> <p><i>BBB.co.uk/history</i> article</p> <p><i>‘Upstairs Downstairs’ DVD: Role of women in the workplace</i></p> | <p><b>pp 360 – 364 reading and 4 questions</b></p> <p><b>Article for annotating</b></p>    |  |
| <p><b>l)</b><br/><b>The balance sheet of war</b></p> <ul style="list-style-type: none"> <li>• Weighing up the economic impact: cost ( loss of life and markets v gains (new technology) and the social impact – disruption and misery v new</li> </ul>   | <p><b>Assessment of financial factors allied to loss of men during Great War</b></p> | <p><b>PPTs The Great War and The Impact of War (2)</b></p> <p>Ferguson’s <i>‘The Pity of War’</i></p> <p>Winter’s <i>‘Death’s Men’</i></p> <p>Stevenson’s ‘</p>     | <p><b>Notes, discussion and questions</b></p> <p><b>Example of loss, sacrifice and</b></p> |  |

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| <p>opportunities.</p> <ul style="list-style-type: none"> <li>• <b>The balance sheet: weighing the evidence; reaching reasoned judgement based on source material; exploring how differing views might arise from both differing sources and differing perspectives.</b></li> </ul> <p>Revision sessions: Edexcel text book – sections on Revision guide; role of Correspondents (Churchill) in Boer War</p> | <p><b>Ulster: memory and remembrance. The processes of remembrance: how a battle is constructed as Historical fact to inform culture; Britishness; religion and Historical precedence.</b></p> | <p><b>CD – Ulster Anniversary<br/>PPT – Ulster iconography<br/>PPT – Thiepval 1916</b></p> | <p><b>contemporary relevance of remembrance.</b></p> <p><b>Developed awareness of Ulster’s role in the Great War; questions relating to religion and the place of Ulster in British History. Alternative viewpoints: role of Irish units in WW1</b></p> |  |
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## Boer War

The British Empire – magazine

*The Edwardian Crisis Britain, 1901-1914*  
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## **THE ANGLO-BOER WAR, 1899-1902**

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### **INTERNET RESOURCES**

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**The Anglo-Boer War Centenary.**

Available at: <http://www.icon.co.za/~dup42/war.htm>

Offered by the League of Researchers of South African Battlefields.

**The Anglo-Boer War Museum.**

Available at: <http://www.anglo-boer.co.za/>

Site offers separate sections on Photographs, Concentration Camps, Prisoners of War, Important Figures, etc.

### **The Boer War: South Africa, 1899-1902.**

Available at: <http://www.geocities.com/Athens/Acropolis/8141/boerwar.html>

Lengthy article offers internal links, three period poems, a map, and additional related links at the end.

### **Canadian Military Heritage Project: Links -- Boer (South African) War.**

Available at: <http://www.rootsweb.com/~canmil/links.htm>

Lengthy list of links provides access to information on historical overview of the war, various battles, biographies, muster rolls, databases, and more. (Scroll down to Boer War. List of wars is arranged in chronological order).

### **Concentration Camps During the Boer War.**

Available at: <http://www-sul.stanford.edu/depts/ssrg/africa/boers.html#liberal>

Discusses the concentration camps using links to historical British documents available online.

### **The Military History Journal.**

Available at: <http://rapidtp.co.za/milhist/journal.html>

Produced by the South African Military History Society, this site offers information on 31 years (1967-present) of the journal. Many of the articles listed are available fulltext and many of these online articles concern aspects of the Anglo-Boer War.

### **Perspectives: The South African War Original and Contemporary Sources.**

Available at: <http://www.pinetreeweb.com/perspectives.htm>

Site offers a lengthy article with links to numerous newspaper and book accounts of the war including Sir Arthur Conan Doyle's book The Great Boer War, Richard Davis' With Both Armies in South Africa, Baden-Powell's Lessons from the Varsity of Life, and more.

### **The Second Boer War: Why Did Australia Become Involved?**

Available at: <http://www.schools.ash.org.au/bribieis/projects/2010/history/history1.htm>

Australian site offers information on Australia's participation in the Boer War.

### **The Siege of Elands River Post, 1900.**

Available at: <http://www.lighthorse.org.au/histbatt/elands.htm>

Online article with several photographs.

## **The South African War.**

Available at: <http://www.britannica.com/eb/article?idxref=479783>

Online article by Encyclopaedia Britannica with several links.

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**Book call no.: 92 C563bg**

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Volume One--South African (Second Boer) War: 1899-1902, pp 357-362.

**Book call no.: R 904.7 C643w**

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**Book call no.: 327.730682 F352a**

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**Book call no.: 355.0215 G786**

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**Book call no.: 92 S6661h v.1**

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**Book call no.: 973.92 H536s**

Hobson, John. A. **The War in South Africa: Its Causes and Effects**. London, J. Nisbet, 1900. 324 p.  
**Book call no.: 968.2 H684w2**

Holt, Edgar. **The Boer War**. London, Putnam, 1958. 317 p.  
**Book call no.: 968.2 H758b**

Kruger, Rayne. **Good-Bye Dolly Gray: The Story of the Boer War**. Philadelphia, Lippincott, 1960. 507 p.  
**Book call no.: 968.2 K94g**

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See index under "Anglo-Boer War" for specific references

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Perry, James Moorhead. **Arrogant Armies: Great Military Disasters and the Generals Behind Them**. New York, John Wiley, 1996. 314 p.

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Reitz, Deneys. **Boer Commando: An Afrikaner Journal of the Boer War**. New York, Sarpedon, 1993. 286 p.

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Based on Sir Aubrey Wools-Sampson's Boer War experiences. Includes information and maps on the Battle of Elandsplaagte 1899, action at Roodewal 1902, the siege of Ladysmith, and decisions of various commanders.

**Book call no.: 92 W916s**

Sandys, Celia. **Churchill: Wanted Dead or Alive**. New York, Carroll and Graf, 2000. 233 p.  
Discusses Churchill as a journalist during the South African War.

**Book call no.: 92 C563ci**

Sibbald, Raymond. **The Boer War**. Dover, NH, Alan Sutton, 1994. 244 p.

**Book call no.: 968.0488 S563b**

Smith, Iain R. **The Origins of the South African War, 1899-1902**. New York, Longman, 1996. 455 p.

**Book call no.: 968.0481 S649o**

Stone, Jay and Schmidl, Erwin A. **The Boer War and Military Reforms**. Lanham, MD, University Press of America, 1988. 345 p.

**Book call no.: 355.00941 S878b**

Swinton, Ernest Dunlop. **The Defence of Duffer's Drift**. Wayne, NJ, Avery Publishing Group, 1986. 72 p.

**Book call no.: 355.04 S979d 1986**

Symons, Julian. **Buller's Campaign**. London, Cresset Press, 1963. 312 p.

**Book call no.: 92 B936s**

Taylor, Alan J. P. **From the Boer War to the Cold War: Essays on Twentieth-Century Europe**. 1st American ed. New York, Allen Lane, 1995. 454 p.

The Jameson Raid, pp 33-35.

The Boer War, pp 36-38.

**Book call no.: 940 T238fa**

Trew, Peter. **The Boer War Generals**. New York, Sutton, 1999. 274 p.

**Book call no.: 968.04808 T817b**

Wilkinson, Spenser. **War and Policy**. New York, Dodd, Mead, 1900. 443 p.

Part V: South African War, pp 347-436 (includes chapters on the military aspects, moral factors, surprise in war, a comparison of the Boer War to the American Civil War, etc).

**Book call no.: 355 W686w**

Young, Peter and Calvert, Michael. **A Dictionary of Battles, 1816-1976**. New York, Mayflower Books, 1977. 604 p.  
This fourth volume in a set offers brief descriptions of various South African battles (Colenso, Kimberley, Ladysmith, Mafeking, etc).  
Each battle description includes the strength, aim, and results.  
**Book call no.: R 904 Y75d v.4**

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## **The Great War**

*The Official History of the Great War*

***'Stand To!'* The Newsletter of the Western Front Association**

***'Pals'* series of Battalion histories: *'Barnsley Pals'* John Cooksey, Wharncliffe Press**

***'Sheffield City Battalion'* Ralph Gibson and Paul Oldfield, Wharncliffe Press**

**History of the 20<sup>th</sup> Century magazine/s**

***Gallipoli* DVD**

**Upstairs Downstairs DVD**

***Anzacs* DVD**

***Lions led by Donkeys; Battle of the Somme; Going for a Soldier:* DVD**

***The Donkeys* Alan Clarke Hutchinson London 1961**

***The Bells of Hell Go Ting A Ling A Ling* Eric Hiscock**

***Goodbye To All That* Robert Graves**

***Reviews in History* Jonathan Toms reviewing Peter Barham's '*Forgotten Lunatics of the Great War*'  
Yale University Press 2004**

***Shot at Dawn* Julian Putkowski**

***First Day On The Somme* Martin Middlebrook Penguin Books London 1971**

***The Great War and Modern Memory* Paul Fussell Oxford University Press 2000**

***Death's Men* Denis Winter Penguin Books London 1979**

***Tommy* Richard Holmes Harper Collins London 2004**

***Death, Reflection and Remembrance: Redan Ridge November 1916* IC Pearson, Sheffield 2003**

**Western Front Association**

**Royal British Legion**

**Gallipoli Association**

**Edexcel GCE History**

**‘The Experience of Warfare in Britain 1854-1929’**

**Assessment**

**Written Essays**

**Students will be expected to produce three assessed units of work throughout the academic year. The first essay is worth 20 marks; essays two and three will be worth 40 marks. Source-based essays are set in order to prepare students for the written examination.**

## **Written examination**

**1 hour 20 minutes**

**Candidates are required to answer two source-based questions for their chosen topics, Question (a) and Question (b).**