

### Marking guidance:

It is important that the same standard is applied across the Trust. As with exam board mark schemes, it is a case of **applying the mark scheme** as **accurately** and **consistently** as you can. **Do not attempt to apply your own standard**, you may see the example answers as too easy/too hard but this is the standard you must apply to ensure we have parity between schools so that fair comparisons can be made. The exam should test the full range, and you should be able to give some answers full marks whilst others will achieve 0.

1. Complete the table below (4 marks)

First World War	
a) Give an example of weapons technology that was used in the fighting of WWI.	Machine guns, rifles, poison gas, tanks, long range artillery.
b) Name an illness that was caused by the muddy conditions of trenches.	Trench foot, trench fever, gangrene, gas gangrene.
c) Give an example of a new medical treatment that was introduced during WWI.	Blood transfusions, plastic surgery, Carrel-Dakin method, Brain Surgery, Thomas Splint.
d) Name one stage on the chain of evacuation for wounded soldiers.	Regimental aid post, Casualty clearing station, Stretcher bearers, motor ambulance, horse ambulance, hospital train, hospital barge, ships, base hospitals.

2. Complete the table below (1 mark)

The Second World War	
e) Suggest one way that Britain was changing in the 1930s.	More modern factories, housing developments, cars became more common, cinema became more popular, people went on holidays more often, high unemployment in traditional industries in the north of England.

**Credit any other reasonable response.**

3. Explain **one difference** in the warfare of WW1 and the warfare of WW2

<b>1 Mark</b>	For any basic <b>undeveloped</b> examples of warfare in <b>one</b> conflict.  WW1: they had trenches, soldiers walked, they used a lot of artillery, they used trench clubs, gas was used, tanks were used, machine guns were used.  WW2: Tanks were used, civilians were involved, planes were used, radar was used, cities were bombed, code breaking devices were used, U-Boats used.
<b>2 Marks</b>	For basic <b>undeveloped</b> examples of warfare in <b>both</b> conflicts that are <b>different</b> from each other:  WW1: they had trenches, soldiers walked, they used a lot of artillery, they used trench clubs, gas was used, machine guns were used.  WW2: Tanks were used, civilians were involved, planes were used, radar was used, cities were bombed, code breaking devices were used, U-Boats used.
<b>3 Marks</b>	For more <b>developed</b> examples of warfare in <b>one</b> conflict (see below) <b>and</b> an <b>undeveloped</b> example of warfare in the other (see above). Both examples must be <b>different</b> from each other.

	<p><u>Developed examples:</u></p> <p><b>WWI:</b></p> <ul style="list-style-type: none"> <li>• In WWI trenches were developed to protect soldiers from artillery and machine gun fire. These were often muddy and caused some medical issues.</li> <li>• In WWI poison gas was used such as mustard gas which caused fear and harm to a soldier's lungs until gas masks were invented for protection.</li> </ul> <p><b>WW2:</b></p> <ul style="list-style-type: none"> <li>• British people were bombed by German planes in WW2 and so they had to protect themselves using Anderson shelters or using underground stations.</li> <li>• The British protected themselves from invasion by making sure that the RAF and air bases were not destroyed the Germans. This was done in the Battle of Britain where radar gave British planes an advantage and helped to shoot down German bombers</li> </ul>
<b>4 marks</b>	More <b>developed</b> examples of warfare in <b>both</b> conflicts (see above) that are <b>different</b> to each other. There must be some evidence of <b>language</b> used to <b>explain</b> a difference (on the other hand, however, this is different to)

**Credit any other reasonable response.**

4. Which interpretation on Chamberlain's policy of appeasement do you agree with most? Try to refer to both interpretations and use your own knowledge in your answer. (8 marks)

1-2 Marks	<b>Ask yourself:</b> Has the student reached a simple judgement and used the interpretation?	<ul style="list-style-type: none"> <li>• <b>1 mark:</b> Here students will simply state which interpretation they agree with.</li> <li>• <b>2 marks</b> The second mark will be awarded for any reference to the interpretation they agree with but this will be paraphrased or directly quoted.</li> </ul>	<b>Example</b> (1) I agree with interpretation 2 more. (2) I agree with interpretation 1 more because it says that appeasement was foolish and I think this is right.
3-4 Marks	<b>Ask yourself:</b> Does the student have some understanding of the interpretation they agree with and have they given some sense of reason for their judgement?	<ul style="list-style-type: none"> <li>• <b>3 marks:</b> The student will use their own words to understand what the interpretation says or suggest about appeasement. Their judgement may be stated.</li> <li>• <b>4 marks:</b> In addition to understanding, there are some basic elements used to support their decision such as simple general knowledge about events to say why one is better than the other. You may award any other reason for reaching a decision that you consider to be valid.</li> </ul>	(3) Interpretation 1 says that Chamberlain was scared of Hitler and let him get away with things. I think this is the reason why appeasement was used. (4) Before the war I know that Britain was struggling financially and this is the same as interpretation 2 which says that Britain did not have the money to fight Hitler. This is why I agree with interpretation 2 more.
5-6 Marks	<b>Ask Yourself:</b> Does the student clearly understand either the cowardly	<ul style="list-style-type: none"> <li>• <b>5 marks:</b> The wording in the interpretation they agree with is analysed in their own way and clearly linked to the concept of appeasement. They include some good knowledge about events.</li> </ul>	(5) Interpretation 2 says that "Britain could not afford a war" which suggests Britain was financially incapable of standing up to Hitler. Britain did suffer an economic depression after the Wall Street

	accusation <b>or</b> economic consequences in relation to appeasement? Are they showing that they know about these events? Are they giving a reason for their judgement?	Overall judgement may not reflect this knowledge. <ul style="list-style-type: none"> <li>• <b>6 marks:</b> In addition to the level of understanding for 5 marks, good knowledge about events will be used to support their judgement.</li> </ul>	Crash in 1929. I agree with interpretation 2 more. <p>(6) Interpretation 1 describes appeasement as “foolish” and “cowardly” which suggests that Chamberlain was intimidated by Hitler and feared going to war with Germany. I agree with this because I know that the USA was unwilling to participate in any future European wars which may have left Britain feeling alone and unable to stand up to Hitler. This is why I agree with interpretation 1.</p>
7-8 Marks	<b>Ask Yourself:</b> as 5-6 marks but are they also considering both perspectives?	<ul style="list-style-type: none"> <li>• <b>7 marks:</b> This is not simply awarded for mentioning both. The focus will be developing the interpretation they agree with in line with the criteria for 6 marks. However, if the other interpretation is considered in any way, even if paraphrased, award 7.</li> <li>• <b>8 marks:</b> The criteria for 8 marks will be evidenced in their use of both interpretations but the judgement must be reasoned and not stated.</li> </ul>	See examples above for 6 mark standard.

5. Answer question a or b

a) Write a chronological account of events that led to the outbreak of the First World War between c1900 to 1914. (12 marks + 4 for SPAG)

You may include the following information in your answer.

- The alliance system.
- Archduke Franz Ferdinand of Austria Hungary.

**OR**

b) Write a chronological account of Britain’s involvement in the Second World War c.1939-1941. (12 marks + 4 for SPAG)

You may include the following information in your answer.

- Operation Dynamo.
- The Battle of Britain

**Remember, this is NOT a GCSE mark scheme.**

**Instructions:**

1. The level is determined first by assessing the quality of the description given. **Decide on the level using the highlighted phrase/words.**
2. Then consider the amount of different ideas written about to decide on the mark within this level. They also need to be in Chronological order for L3 and make links for L4

Level 1 1-3 marks	One simple or general comment= <b>1 mark</b> <u>2</u> simple/general comment = <b>2 marks</b>
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<p>Simple statements</p>	<p>More than 2 = <b>3 marks</b></p> <p>Example:</p> <p><i>The war started because an important person was shot. (1)</i></p> <p><i>Britain sent troops to France but these then had to be taken back on boats. (1)</i></p> <p><i>Britain was in an alliance and so went to war with the other alliance. (1)</i></p>
<p>Level 1 is typified by simple separate statements where level 2 will typically have longer/more complex sentences but that are descriptive.</p>	
<p>Level 2 4-6 marks</p> <p>Describes</p>	<p>Describes one idea = <b>4 marks</b></p> <p>Example: <i>Austria-Hungary went to war after the heir to throne was assassinated. They wanted revenge for this murder and so declared war on the country where the assassin came from. (4)</i></p> <p><i>Britain has sent troops to France in the early stages of the war but they were unable to defeat the Nazis. British troops had to be evacuated from France which happened at Dunkirk. Ordinary people were asked to bring their boats to help. (4)</i></p> <p>Two ideas described to this standard = <b>5 marks</b></p> <p>Three or more ideas described to this standard = <b>6 marks.</b></p>
<p>Level 3 7-9 marks</p> <p>Describes with specific detail and in chronological order</p>	<p>Explains with specific detail = <b>6 marks</b></p> <p>Example:</p> <p><i>Germany and Austria Hungary had signed a defensive alliance to protect each other in the event of war since 1887. Britain, France and Russia had each signed separate defensive agreements which became known as the Triple Entente and was complete by 1907. The triple alliance has caused tension in the build up to war because all countries of the entente was worried about this powerful friendship in central Europe.</i></p> <p><i>Franz-Ferdinand was the heir the Austria-Hungary throne and was killed by a Serbian nationalist named Gavrilo Princip. Princip was part of the Black Hand Gang and their links to the Serbian secret service was uncovered after several of the gang were arrested. Austria-Hungary reacted by issuing an ultimatum to Serbia.</i></p> <p><i>Hitler established plans to invade England, codenamed 'Operation Sealion'. To ensure the success of this invasion he believed it was necessary to destroy Britain's ability to provide aerial defences. This was to be done by bombing British airbases from July 1940. Britain was forced to defend itself by scrambling fighter pilots to try and defeat the German Luftwaffe.</i></p> <p>Describes only one idea with specific detail but still in correct chronological order = 6  Describes only two ideas with specific detail but still in correct chronological order = 7  Describes three or more ideas with specific detail in chronological order = 8</p>
<p>Level 4 10-12</p> <p>Describes with specific detail, in chronological order makes links and</p>	<p>Explains with specific detail and makes links and connections between events</p> <p>Standard of description will be the same as L3 – see examples above. Award this level if the student is starting to develop a connection and links between events.</p> <ul style="list-style-type: none"> <li>Students uses language to drive the story forward and link events e.g. this led to, as a result of this, Consequently = <b>10 marks</b></li> </ul>

connections between events	<ul style="list-style-type: none"> <li>• Students have shown that they can <b>explain</b> how at least 2 events are connected to help construct their account. For example: Austria's declaration of war on Serbia <u>resulted in their German ally planning for war and a possible retaliation from Russia who were friendly with Serbia.</u> 1 example of explanation = <b>11 marks</b></li> <li>• Students have shown that they can make explained connections between more than one event = <b>12 Marks</b></li> </ul>
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+ 4 marks for Spelling, punctuation and grammar

**SPAG:**

0 marks	No rewardable material; material is incomprehensible
1 marks	Content is very difficult to understand, with errors in SPAG
2 marks	Content is understood. Capital letters, full stops and generally good spelling is used but with limited historical terminology
3 marks	As 2 marks and few SPAG errors, some historical terminology as well as quote marks
4 marks	As 3 marks and good use of historical terminology