

Year 8 Summer Exam

50 minutes

**Marked out of 29 (including 4 marks for Spelling,
Punctuation and Grammar on the final question)**

Mark Scheme

Marking Guidance

It is essential that the same marking 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 possible. Do not attempt to apply your own standard. You may see the example answers as too easy/hard, but this is the standard you must apply to ensure we have parity between schools so that fair comparisons can be made.

Question 1 - Match the term/event to the definition (4 marks).

Students needed to match each definition in Column A with the correct word in Column B. They needed to do this by writing the letter of the correct key word next to the corresponding number in Column A.

Column A	Correct answer from Column B
1. A king/queen whose powers were not limited by other people or groups.	C. Absolute Monarch (1 mark)
2. A vote of unity among the Third Estate to stay united	D. Tennis Court Oath (1 mark)
3. A period during the French Revolution when many people were executed	A. Reign of Terror (1 mark)
4. The British navy, led by Admiral Nelson defeats Napoleon's French fleet as they attempted to take control of the English Channel.	B. Battle of Trafalgar (1 mark)

Question 2 – Describe how the British Empire expanded between c.1700 and c.1900 (4 marks)

Students needed to fill the gaps.

Between c.1700 and c.1900, the British Empire expanded through a combination of **naval**, military force, and the growth of **trading** power. Britain gained control of large parts of the world, including valuable territories like **India**. In some cases, the Empire grew as a result of wars with others. Britain also established **colonies** in regions such as the Caribbean, Australia, and Canada.

Question 3a. – Identify one consequence of the execution of King Louis XVI (1 mark)

Students needed to simply state a consequence (no explanation/description needed). Answers could include (please also use your own judgement and award the mark where a correct consequence is identified)

- A republic was created
- People were allowed to vote for the new government / democracy
- Slavery was stopped in France
- Social reforms – equal rights to all citizens

Question 3b. – Identify one consequence of ineffective policing in Whitechapel (1 mark)

Students needed to simply state a consequence (no explanation/description needed).

Answers could include (please also use your own judgement and award the mark where a correct consequence is identified)

- Rise in crime/high crime rates
- Disrespect/lack of trust for the police
- Growth of gangs and criminal networks
- Failure to catch criminals like Jack the Ripper
- Increased fear in the community
- Public disorder

Question 4 - How good is this source for learning about the lives of children in the Industrial Revolution? (3 marks)

Students needed to complete their own explanation of the usefulness of the content, supporting this with their own knowledge. For the final mark, they needed to highlight the correct answer in the source provenance box.

Source Content	Own Knowledge	Source Provenance
<p><i>The source is useful because it...</i></p> <p>1 mark available for an accurate piece of evidence extracted from the source. This can be a direct quote or an accurate paraphrased piece of information.</p>	<p><i>The source is useful because my own knowledge tells me...</i></p> <p>1 mark available for an accurate piece of own knowledge to back up what they have taken from the source.</p>	<p><i>The source provenance is useful because...</i></p> <p>...it was written by a modern historian who had access to government records</p> <p>...it was written during the Industrial Revolution by someone trying to improve factory conditions</p> <p>...it was written by a factory owner defending the use of child labour</p>

For example:

- The source is useful because it tells us that children no older than nine worked in the factories (1 mark). I can support this with my own knowledge because I know that children did have to go to work to support their families and children were very cheap to employ. (1 mark)
- The source is useful because it tells us that the limbs of the children are thin and weak (1 mark). I can support this with my own knowledge because I know that they

would have to stand in the same position for many hours and this would affect their muscles and growth. (1 mark)

- The source is useful because it tells us that children would fall asleep at the machines (1 mark). I can support this with my own knowledge because I know that children would often have to be woken up at 4am and would work for 16 hours without a break (1 mark).
- The source is useful because it tells us that children would suffer injuries from the spinning frames (1 mark). I can support this with my own knowledge because I know that children often got their hands and arms caught in the machines, sometimes losing a finger. (1 mark)
- The source is useful because it tells us that few children would receive a proper education (1 mark). I can support this with my own knowledge because I know that education was unaffordable for working-class families, and it was more important for their children to earn a wage to support the family (1 mark)

Question 5 or Question 6

Question 5: Explain why the storming of the Bastille was a significant event during the French Revolution

Remember, this is not a GCSE mark scheme.

1. The level is determined first by assessing the quality of the explanation given. Decide on the level using the highlighted phrase/words
2. Then, consider the level of knowledge displayed to decide on the mark within this level

0 marks	No relevant content
Level 1 1-2 marks Simple statements Minimal response Summary: Simple statement = 1 Two simple statements = 2	Knowledge is very limited or mostly inaccurate. It may show vague awareness of the French Revolution or Bastille Little or no explanation of significance Limited attempt to follow the success criteria. Level 1 is typified by simple, separate statements whereas Level 2 will typically have longer/more complex descriptive sentences

<p>Level 2 3-5 marks Basic description with limited explanation</p> <p>Summary: Describes one = 3 Describes one with specific detail = 4 Or, Describes two with limited detail = 4 Describes more than one, both with detail = 5</p>	<p>Some relevant factual knowledge, though it may be general or partially accurate.</p> <p>Basic attempt to describe the importance of the Bastille, though this may be vague or underdeveloped.</p> <p>Some structure is present, but one or more sections may be unclear or underdeveloped.</p> <p>Mostly descriptive</p>
<p>Level 3 6-9 marks Clear explanation with relevant detail</p> <p>Summary: Explains one with general detail = 6 Explains one, describes another = 7 Explains more than one = 8 Explains more than one with specific information throughout = 9</p>	<p>Mostly accurate and relevant detail about the French Revolution and the Bastille.</p> <p>Clear explanation of why the storming of the Bastille was significant (e.g. symbol of royal power; inspired others, etc)</p> <p>Follows success criteria with clear introduction and paragraphs.</p>
<p>Level 4 10-12 marks Secure, well-developed explanation</p> <p>Summary: Explains one well, other(s) explained to L3 = 10 Explains more than one well with some specific detail = 11 Explains more than one well with specific detail throughout = 12</p>	<p>Detailed and accurate. Includes context, key dates and causes.</p> <p>Thorough explanation of the significance of the Bastille</p> <p>Meets the success criteria with a clear, well-organised response.</p>

SPaG Marks

0 marks	No rewardable material: material is incomprehensible
1 mark	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
4 marks	As 3 marks and good use of historical terminology

Indicative Content

	Content to include
Paragraph 1	Briefly describe the French Revolution Began in 1789 Was a time of major political and social change in France Caused by widespread poverty and hunger, unfair taxation of the Third Estate, the power and wealth of the First and Second Estates, Influence of Enlightenment ideas, Discontent with absolute monarchy
Paragraph 2	Describe the events of the storming of the Bastille 14 July 1789, a crowd in Paris stormed the Bastille which was a medieval fortress and prison Held only 7 prisoners but symbolised the power of the king and unjust use of imprisonment Mob was looking for gunpowder and weapons Governor of the Bastille was captured and killed Building torn down over the next few days
Paragraph 2	Explain why the storming of the Bastille was significant in the French Revolution First major act of violence by the people against the king Showed that ordinary citizens were willing to use force Fall of the Bastille became a powerful symbol of freedom and revolution Inspired uprisings across France Weakened Louis XVI's authority The event is now celebrated every year in France It was the beginning of the end for the French monarchy.

OR

Question 6 – Explain why working conditions during the Industrial Revolution were significant

Remember, this is not a GCSE mark scheme.

1. The level is determined first by assessing the quality of the explanation given. Decide on the level using the **highlighted phrase/words**
2. Then, consider the level of knowledge displayed to decide on the mark within this level

0 marks	No relevant content
Level 1 1-2 marks Simple statements Minimal response Summary: Simple statement = 1 Two simple statements = 2	Knowledge is very limited or mostly inaccurate. It may show vague awareness of the Industrial Revolution or working conditions Little or no explanation of why the conditions were important Limited attempt to follow the success criteria. Level 1 is typified by simple, separate statements whereas Level 2 will typically have longer/more complex descriptive sentences
Level 2 3-5 marks Basic description with limited explanation Summary: Describes one = 3 Describes one with specific detail = 4 Or, Describes two with limited detail = 4 Describes more than one, both with detail = 5	Some relevant factual knowledge about the Industrial Revolution and/or working conditions Basic attempt to describe the significance, though this may be vague or underdeveloped. Some structure is present, but one or more sections may be unclear or underdeveloped. Mostly descriptive
Level 3 6-9 marks Clear explanation with relevant detail Summary:	Mostly accurate and relevant detail about what the Industrial Revolution was and the nature of working conditions Clear explanation of why the conditions were significant (e.g. impact on health, etc)

<p>Explains one with general detail = 6</p> <p>Explains one, describes another = 7</p> <p>Explains more than one = 8</p> <p>Explains more than one with specific information throughout = 9</p>	<p>Follows success criteria with clear introduction and paragraphs.</p>
<p>Level 4 10-12 marks Secure, well-developed explanation</p> <p>Summary: Explains one well, other(s) explained to L3 = 10 Explains more than one well with some specific detail = 11 Explains more than one well with specific detail throughout = 12</p>	<p>Detailed and accurate. Includes clear understanding of the Industrial Revolution and specific features of working conditions</p> <p>Thorough explanation of the significance of the working conditions – clearly linking to how conditions affected workers’ lives</p> <p>Meets the success criteria with a clear, well-organised response.</p>

SPaG Marks

0 marks	No rewardable material: material is incomprehensible
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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
4 marks	As 3 marks and good use of historical terminology

Indicative Content

	Content to include
Paragraph 1	<p>Briefly explain what the Industrial Revolution was</p> <p>Industrial Revolution c.1750-c.1900</p> <p>Time of major change as machines replaced hand tools and factories replaced home industries</p> <p>Many people moved from the countryside to the towns and cities</p>

	Britain became more industrialised, especially in terms of textiles, coal and iron
Paragraph 2	Describe the working conditions in the Industrial Revolution Long hours – 12-16 hours, 6 days a week Low wages Dangerous work – especially in coal mines and textile mills Child labour – children as young as 5 worked in factories or mines Lack of rights – no health and safety laws, no minimum wage Poor treatment – fines or being fired; often beaten or punished.
Paragraph 3	Explain why these conditions were important (how did they affect people's lives?) Social impact – poor health, injuries, etc – families lived in poverty and overcrowded conditions near the factories