

Year 9 Summer Exam

50 minutes

Marked out of 32 (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. Releasing an area from being a colony of an empire	C. Decolonisation (1 mark)
2. The name of the ship that famously transported migrants to Britain in June 1948	B. HMS Windrush (1 mark)
3. An area of London that experienced fierce race riots in 1958	A. Notting Hill (1 mark)
4. A law that enabled the creation of the National Health Service (NHS)	D. National Health Act (1 mark)

Question 2 – Describe one way that the Welfare State improved people’s lives in Britain after World War Two (2 marks)

Award the first mark for a correct piece of factual information about the Welfare State and a second mark for a description of how this improved people’s lives.

For example:

- The NHS was created in 1948 (1 mark). This meant that people could get free healthcare, so even poor families could visit a doctor when they were sick (1 mark).
- The government introduced Family Allowances (1 mark). This gave families extra money each week, which helped them afford food and clothing for their children (1 mark)
- Free secondary education was introduced for all children (1 mark). This gave more children the chance to get a good education (1 mark).
- Council housing was built after the war (1 mark). This helped people who had lost their homes or were living in slums (1 mark).

Question 3 – Explain one consequence of decolonisation (2 mark)

Award one mark for the correct identification of a consequence and a second mark for an explanation of the consequence.

For example:

- India gained independence from Britain in 1947 (1 mark). This meant the Britain lost control of one of its largest and most valuable colonies, reducing its power. (1 mark)
- Migration to Britain increased from former colonies. (1 mark). This meant that people from countries like Jamaica, India and Pakistan moved to Britain, helping to rebuild the country after the war. (1 mark)
- Britain's empire became the Commonwealth (1 mark). This meant that countries could stay connected in a partnership, but they were no longer ruled over by Britain (1 mark)
- Britain's influence in world affairs declined (1 mark). This meant that Britain was no longer seen as a leading world power as it had been in the 19th century (1 mark).

Question 4 – How useful is this source for learning about the rise of the KKK? (4 marks)

Level 1 1 mark	Simple or vague comment on what the source says No mention of provenance or own knowledge <i>For example: The source is useful because it talks about the KKK being violent</i>
Level 2 2 marks	Some relevant comment on content May mention provenance briefly Limited own knowledge <i>For example: The source is useful because it says the KKK marched and attacked people. It's from the time so it might be reliable.</i>
Level 3 3 marks	Explains how the source content gives insight into the rise of the KKK Mentions provenance and how this affects usefulness Uses own knowledge <i>For example: The source is useful because it shows how the KKK had spread beyond the South and attacked</i>

	<i>many groups. In 1921 the Klan had millions of members. It's from a Northern paper, so it might be critical of the KKK, which could affect how balanced it is.</i>
Level 4 4 marks	<p>Strong explanation of the content, showing how it reveals key aspects of the KKK's rise</p> <p>Clear analysis of provenance</p> <p>Detailed own knowledge to evaluate the source's strengths and limitations</p> <p>Well-judged and supported</p> <p><i>For example: The source is useful because it shows the KKK's growth and the fear they created through public terror. This matches what we know – the KKK had around 4/5 million members in the 1920s and even had political power. The fact that the source is from a Northern newspaper means it might be more critical of the Klan, which affects its perspective, but also shows how the issue was viewed outside the South. Therefore, it's very useful for understanding how the Klan was seen and how serious the threat was.</i></p>

Question 5 or Question 6

Question 5: Some people believe the Windrush Generation had the most significant impact on migration into the UK in the 1950s and 1960s. Do you agree? Explain the strengths and weaknesses of this opinion (16 marks)

Remember, this is not a GCSE mark scheme.

1. The level is determined first by assessing the quality of explanation and judgement given
2. Then consider the level of knowledge displayed to decide on the mark within this level

0 marks	No relevant content
Level 1 1-4 marks	<p>Simple, generalised statements about migration</p> <p>Limited factual knowledge</p> <p>May only cover one side of the argument</p>

	Little or no attempt at a conclusion
Level 2 5-8 marks	<p>Describes the role of the Windrush Generation with some factual support</p> <p>Begins to mention other migrant groups</p> <p>May attempt a conclusion but it is undeveloped or unbalanced</p> <p>Limited analysis or depth</p>
Level 3 9-12 marks	<p>Explains the significance of the Windrush Generation clearly</p> <p>Considers at least one other group</p> <p>Provides a supported judgement in the conclusion</p> <p>Evidence is mostly accurate and relevant</p>
Level 4 11-16 marks	<p>Detailed and well-balanced explanation of the Windrush Generation's impact</p> <p>Detailed consideration of multiple other migrant groups and their contributions</p> <p>Clear and well-argued judgement in the conclusion, weighing significance</p> <p>Accurate and well-selected factual knowledge throughout.</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	Strengths of the opinion Arrival of the Empire Windrush in 1948 marked the beginning of significant Caribbean migration to the UK Economic contribution – filled key labour shortages post WW2 Cultural contribution – introduced Caribbean culture – music, fashions, food, etc Social change – challenged and reshaped ideas of British identity and helped lay the foundations for multicultural Britain Civil rights – faced racism and discrimination, leading to activism (e.g. Notting Hill riots)
Paragraph 2	Weaknesses of the opinion Irish migrants – continued to arrive in large numbers after WW2 – significant in construction, transport, etc Indian and Pakistani migrants – encouraged to migrate after independence and partition; worked in textiles, steel and transport; set up small businesses that were vital to local communities Eastern European migrants – many refugees arrived post-WW2 from Poland and other countries under Soviet control Britain not just made multicultural by one group alone
Paragraph 3	Conclusion The idea of most significant depends on what students are using as criteria – visibility, scale, economic input, cultural impact, etc.

OR

Question 6: Some people believe the Black Renaissance had the most significant impact on the American Civil Rights Movement in the early twentieth century Do you agree? Explain the strengths and weaknesses of this opinion (16 marks)

Remember, this is not a GCSE mark scheme.

1. The level is determined first by assessing the quality of explanation and judgement given
2. Then consider the level of knowledge displayed to decide on the mark within this level

0 marks	No relevant content
Level 1 1-4 marks	Simple, generalised statements about the Black Renaissance

	<p>Limited factual knowledge</p> <p>May only cover one side of the argument</p> <p>Little or no attempt at a conclusion</p>
<p>Level 2 5-8 marks</p>	<p>Describes the Black Renaissance and/or Emmett Till's murder with some factual support</p> <p>Begins to address both sides of the argument</p> <p>May attempt a conclusion but it is undeveloped or unbalanced</p> <p>Limited analysis or depth</p>
<p>Level 3 9-12 marks</p>	<p>Explains the impact of the Black Renaissance on culture, identity and attitudes</p> <p>Describes the murder of Emmett Till and how it shocked the nation, influencing the Civil Rights Movement</p> <p>Provides a supported judgement in the conclusion</p> <p>Evidence is mostly accurate and relevant</p>
<p>Level 4 11-16 marks</p>	<p>Detailed and well-balanced explanation of both the Black Renaissance and the Emmett Till case, with accurate and relevant evidence</p> <p>Clear and well-argued judgement in the conclusion, weighing significance</p> <p>Accurate and well-selected factual knowledge throughout.</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	<p>Strengths of the opinion</p> <p>A cultural movement in the 1920s-30s, centred in Harlem, New York</p> <p>Led to a flourishing of African American literature, art and music</p> <p>Promoted Black pride, identity and intellectualism</p> <p>Challenged racist stereotypes and redefined how Black Americans saw themselves</p> <p>Increased visibility of Black voices in art and culture</p> <p>Gave rise to movements encouraging civil rights and social progress</p>
Paragraph 2	<p>Weaknesses of the opinion</p> <p>1955 – 14-year-old Emmett Till was brutally murdered in Mississippi for allegedly whistling at a white woman</p> <p>His mother insisted on an open-casket funeral</p> <p>Shocked the American public, particularly in the North</p> <p>Increased Black and white support for the Civil Rights Movement</p> <p>Became a symbol of racial injustice and violence</p> <p>Helped inspire the Montgomery Bus Boycott</p> <p>Pushed figures like Rosa Parks and Martin Luther King Jr to act</p> <p>Sparked activism, rallies and media coverage demanding change</p>
Paragraph 3	<p>Conclusion</p> <p>The idea of most significant depends on what students are using as criteria – visibility, scale, economic input, cultural impact, etc.</p> <p>Black Renaissance – long term cultural influence</p> <p>Emmett Till – Direct and immediate impact</p>