

**Year 8 December Exam Mark Scheme**  
**50-minute exam – Marked out of 28 (inclusive of 4 marks SPaG)**

**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 (5 marks) – Sentence completion:**

- a) One reason England was able to expand its Empire was because of **money**
- b) The British were given more control of Bengal (in India) after the Battle of **Plassey**
- c) Britain had a rivalry with **Spain** which encouraged Britain's takeover of America and the Caribbean.
- d) Britain sent **convicts** to Australia as a form of punishment.
- e) The 'Scramble for Africa' and its division happened at the **Berlin** Conference.

**Question 2 (5 marks) – Missing words:**

- a) Who was the leader of Mali who has been described as 'the richest man in history'? **Mansa Musa**
- b) What was the second part of the Transatlantic Slave Trade journey called?  
**Middle Passage**
- c) What was the name of the slave ship where people were massacred?  
**Zong**
- d) What was the name of the sale of enslaved people in America?  
**Slave Auction**
- e) What was the name of the large farm where many enslaved people worked?  
**Plantation**

**Question 3 (2 marks): Describe one way life changed for Africans because of the Slave Trade**

**Level 1 (1 mark):**

A simple statement that identifies a change but doesn't provide supporting detail

e.g. *Many Africans were taken away from their homes*  
e.g. *Families were separated.*

**Level 2 (2 marks):**

Identifies change with supporting detail

e.g. *Many Africans were kidnapped or sold into slavery, which meant families were torn apart.*

e.g. African kingdoms were weakened. This meant that it was harder for them to defend themselves or develop

**Question 4 (4 marks):**

How useful is Source A for finding out about the view of the British towards the Empire?



A 19<sup>th</sup> century British Empire poster called ***The Rhodes Colossus*** from Punch magazine, 1892.

The cartoon shows Cecil Rhodes, a British imperialist, standing with one foot in South Africa and the other in Egypt, stretching across Africa. He is holding telegraph wires, symbolising British communication across the continent.

**Content: The British were controlling and powerful. What can you see in the picture that shows this? (1 mark)**

Any acceptable answer which identifies a specific detail from the picture

e.g. *He is standing over the whole continent.*

**Own Knowledge: What do you know from your learning that supports that the British were controlling and powerful in the Empire? (1 mark)**

Any acceptable answer which gives detail about British power and control in the Empire.

e.g. *Traditional languages, religions and cultures were replaced with the English language, Christianity and British customs*

e.g. *The British controlled ¼ of the world*

e.g. *The British sometimes used military force to exert control*

**Provenance: (2 marks)**

***The correct answers are:***

- It was published in *Punch* magazine, a British satirical (something meant to make fun of something) publication
- It was made in 1892, during the height of the British Empire

**Question 5a (8 marks + 4 SpAG):**

**Describe the events of the growth of the British Empire**

**You may include the following information in your answer**

- **The formation of the East India Company 1600**
- **Transportation to Australia from 1787**

Award marks according to the accuracy, chronological coherence, detail and level of explanation in the answer. A strong answer will show developing understanding of long-term historical processes, not just isolated facts

Level (Marks)	Guidance
<b>Level 1 (1-3 marks)</b>	<ul style="list-style-type: none"><li>• Simple, brief, or partly inaccurate narrative</li><li>• Limited awareness of chronology</li><li>• Gives general statements about <i>Britain taking over countries</i> without clear events or periods.</li><li>• Paragraphing may be weak or absent</li></ul> <p><b>For example:</b></p> <ul style="list-style-type: none"><li>• <i>Mentions that Britain had colonies, or took land overseas</i></li><li>• <i>Very limited reference to specific regions, people, or events</i></li></ul>
<b>Level 2 (4-6 marks)</b>	<ul style="list-style-type: none"><li>• Generally accurate description with some sense of chronological order</li><li>• Covers more than one stage of empire growth but with uneven detail</li><li>• Some explanation of <i>how</i> or <i>why</i> Britain expanded (e.g. trade, war, etc)</li><li>• Paragraphs present but may be unbalanced.</li></ul> <p><b>For example:</b></p> <ul style="list-style-type: none"><li>• <i>References to early colonies (e.g. North America / Caribbean)</i></li><li>• <i>Mentions the East India Company or British control in India</i></li><li>• <i>Awareness of Victorian expansion or Scramble for Africa</i></li><li>• <i>Some correct sequencing across centuries.</i></li></ul>
<b>Level 3 (7-8 marks)</b>	<ul style="list-style-type: none"><li>• Clear, confident chronological narrative with three well-structured paragraphs</li><li>• Accurate and relevant detail across the whole period</li><li>• Includes specific examples (e.g. EIC rule, African colonisation)</li><li>• Describes both methods (e.g. trade, conquest, treaties, naval power) and</li></ul>

	<p>motives (e.g. wealth, rivalry, resources, strategic power)</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>• <i>Explains early trade-based empire → 18<sup>th</sup> century imperial wars → Victorian high empire</i></li> <li>• <i>Shows continuity and change across time</i></li> <li>• <i>Ends with Britain controlling around ¼ of the world by 1900</i></li> </ul>
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**Question 5b (8 marks + 4 SpAG):**

**Describe the events of the capture and transportation of people from Africa to America**

**You may include the following information in your answer**

- **Triangular Trade**
- **Middle Passage**

Award marks according to the accuracy, chronological coherence, detail and level of explanation in the answer. A strong answer will show understanding of the steps in the process and the human impact.

<b>Level (Marks)</b>	<b>Guidance</b>
<b>Level 1 (1-3 marks)</b>	<ul style="list-style-type: none"> <li>• Simple, brief, or partly inaccurate narrative</li> <li>• Limited awareness of chronology</li> <li>• Limited sense of the stages of capture and transportation</li> <li>• Paragraphing may be weak or absent</li> </ul> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>• <i>General statements such as 'Africans were taken as slaves and sent to America'</i></li> <li>• <i>Little or no detail on how or when events happened</i></li> </ul>
<b>Level 2 (4-6 marks)</b>	<ul style="list-style-type: none"> <li>• Generally accurate description with some sense of chronological order</li> <li>• Covers at least two stages (e.g. capture and Middle Passage)</li> <li>• Some explanation of conditions or methods but uneven detail</li> <li>• Paragraphs present but may be unbalanced.</li> </ul> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>• <i>Mentions capture or trading on the African coast</i></li> <li>• <i>Describes the Middle Passage with some specifics</i></li> <li>• <i>Mentions arrival and sale in America</i></li> </ul>

	<ul style="list-style-type: none"> <li>Shows some awareness of suffering or resistance</li> </ul>
<b>Level 3 (7-8 marks)</b>	<ul style="list-style-type: none"> <li>Clear, confident chronological narrative with three well-structured paragraphs</li> <li>Accurate and relevant detail across all three stages</li> <li>Shows understanding of motives, methods and the human impact</li> <li>Includes specific examples (e.g. cramped decks, shackles, mortality rates, auctions)</li> <li>Sensitive and appropriate historical language (e.g. <i>enslaved people</i> rather than <i>slaves</i>)</li> </ul> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li><i>Explains how Europeans obtained enslaved people</i></li> <li><i>Describes the Middle Passage with accurate, detailed conditions</i></li> <li><i>Shows what happened on arrival in the Americas</i></li> <li><i>Presents a coherent sequence and a sense of the scale and brutality.</i></li> </ul>

<b>Spelling, Punctuation &amp; Grammar</b>	
<b>4 marks:</b>	<ul style="list-style-type: none"> <li>Writing is fluent and accurate</li> <li>Correct paragraphing (3 clear sections)</li> <li>Accurate spelling, punctuation and grammar</li> <li>Uses historical terms accurately (e.g. <i>succession, shield wall, coronation, feigned retreat</i>)</li> </ul>
<b>3 marks:</b>	<ul style="list-style-type: none"> <li>Mostly accurate writing; some minor errors</li> <li>Paragraphing mostly clear</li> <li>Some use of historical terms</li> </ul>
<b>2 marks:</b>	<ul style="list-style-type: none"> <li>Frequent errors but meaning is usually clear</li> <li>Paragraphing attempted but not consistent</li> </ul>
<b>1 mark:</b>	<ul style="list-style-type: none"> <li>Many errors making meaning difficult</li> <li>Weak or absent paragraph structure</li> </ul>
<b>0 marks:</b>	<ul style="list-style-type: none"> <li>Writing is unclear or incomprehensible</li> </ul>

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