**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Target Grade \_\_\_\_\_**

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| --- | --- | --- | --- | --- |
| **Section A (20)** | **Section B (20)** | **Total (40)** | **%** | **Grade** |
|  |  |  |  |  |

|  |
| --- |
| Strengths: **The areas in which you have shown success:** |
| Targets: **In order to progress your next steps are:** |
| **Improvement Tasks:** |
| **Student Reflection:**MC900383600[1] **How much effort did you put into this assessment?** **0% 50% 100%****Areas I am confident with in this assessment:****Areas I found difficult in this assessment:** |

**Section A&B Mark Scheme (AO1)**

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

**Each level descriptor has 4 strands:**

* Exploration and analysis of key issues
* Deployment of accurate and relevant information (knowledge)
* Reaching a judgement overall
* Organisation and Communication

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| --- | --- | --- |
| **Level** | **Mark** | **Descriptor** |
| **1** | **1-3** | * Simple or generalised statements are made about the topic.
* Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.
* The overall judgement is missing or asserted.
* There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
 |
| **2** | **4-7** | * There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question.
* Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question.
* An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.
* The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
 |
| **3** | **8-12** | * There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.
* Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.
* Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.
* The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
 |
| **4** | **13-16** | * Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.
* Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.
* Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.
* The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision
 |
| **5** | **17-20** | * Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.
* Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.
* Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.
* The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.
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**Section B and C (AO1) Level 5 criteria explained**

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| --- | --- | --- |
| **5** | **17–20** | * **Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.**
* **Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.**
* **Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.**
* **The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.**
 |

1. **Exploration and analysis of key issues - Conceptual focus (the shape of your essay)**
* Have you analysed the key features of the period (specified or suggested) in relation to the focus of the question consistently throughout the essay?
* Have you addressed a range of relevant factors?
* Are you sticking to the topic focus; i.e. are your points relevant and valid? Are you consistent?
* Is your understanding of the topic holistic; i.e. have you made links?
1. **Organisation and Communication** - **Formed to fit and support an argument**
* **Is your argument clearly organised addressing one factor / point per paragraph?**
* **Is your argument logically organised to support your argument?**
* **Is your argument coherent? (i.e. Have you full explained your argument in the introduction then consistently applied and referred to in each paragraph)?**
* **Have you communicated your argument precisely and with clarity using specific language and key words?**
1. **Reaching a judgement overall** - **Judgement (established and evaluated)**
* Have you thoroughly substantiated your evaluation and made a judgement based on consistently and thoroughly applied ‘**valid criteria’**, such as:
* Factors (causes, consequences, etc.) that were superficial vs deep and underlying?
* Short-term vs long term vs trigger factors?
* Factors that had wide vs narrow impact / significance/effect?
1. **Deployment of accurate and relevant information (knowledge)** - **Detail**
* Have you selected and deployed knowledge with accuracy?
* Have you selected and deployed relevant knowledge?
* Is the knowledge you have selected and deployed in depth?
* Have you selected and deployed a range of points and detail? (i.e. more than one factor/event and selected from across the chronology demanded by the question?
1. **Organisation and Communication** - **Formed to fit and support an argument**
* **Is your argument clearly organised addressing one factor / point per paragraph?**
* **Is your argument logically organised to support your argument?**
* **Is your argument coherent? (i.e. Have you full explained your argument in the introduction then consistently applied and referred to in each paragraph)?**
* **Have you communicated your argument precisely and with clarity using specific language and key words?**

**What are the top tips for success in Section B and C essays (AO1)?**

1. **RESPOND TO THE PRECISE WORDING OF THE QUESTION**

In order to help you understand what the question is asking you to do, the first thing you should do is read the question and look for these 3 foci:

* **Topic focus** (the topic of the question)
* **Conceptual focus** (the 2nd order historical concept of the question)
* **Chronological focus** (the time period of the question)
* **Adjectival/adverbial qualifier:** these are specific words in the question and they expect you to respond to and challenge. i.e. if they use the word ‘transformed’ or ask about **‘fundamental features**’ of an era (rather than ‘features’), address the precise meaning of this word in your introduction, challenge it based on what you know and come up with a better word instead that fits your judgement.
1. **PLAN YOUR JUDGEMENT CAREFULLY AND STATE THIS IN YOUR INTRODUCTION**

Writing an introduction should be the HARDEST part of writing an essay. If it’s not, you haven’t planned properly or have regurgitated a previous essay. You should always:

1. Address the question, including any specific language used.
2. State the 3-**4 factors** you will address
3. State and explain your judgement of most important precisely and explicitly in 1-2 sentences.

**3. STATE YOUR ‘VALID CRITERIA’ EXPLICITLY IN YOUR INTRO, LINKS AND CONCLUSION**

* Valid criteria = How have you made your decision? Valid criteria consider the relative importance of factors and the weight applied to these in reaching a judgement.
* You must be specific in your language when explaining how you have weighed up the relative importance of factors (e.g. underpinning cause, trigger, fatal combination etc). For example:

**‘I chose this pair of trousers. It was the best.’**

= Level 2 - A judgement given, with justification asserted.

**‘I chose this pair of trousers because it suited me best.’**

= Level 3 - A judgement with some justification, but without the evidence of valid criteria being applied.

**‘I chose this pair of trousers because, although others were a better fit or better price [+ comparative details], this pair was the best combination of a good fit round the waist and the right length at a price of which I could afford.’**

= Level 4 and 5 - Exemplifies the use of criteria for overall judgement and with justification.

* The selection of the criteria used will be dependent upon the nature of the question being asked. For example, a ‘main consequence’ factor question would probably require criteria that weigh up the relative importance of effects, and a ‘significance’ question would need a discussion of criteria related to impact.

**4. EVIDENCE NEEDS TO BE DETAILED, SPECIFIC AND COVER THE FULL RANGE OF THE QUESTION.**

If you asked about 1865-90, for example, you should aim to include examples from across the period, rather than just 1865-75.

**5. EXPLAIN THE IMPACT AND RESULTS OF YOUR EXAMPLES – HOW AND WHY?**

It is not enough to say ‘therefore this led to problems for race relations, if you don’t say HOW AND WHY - from whom, for whom, when, how, why, in what form, what was being challenged precisely? A good way to do this is to think about the sequence of events that followed as a result – *This led to….. As a result….*

6. **REFER BACK** TO YOUR JUDGEMENT AND THE QUESTION AND **LINK** BETWEEN YOUR FACTORS (PEAR / PEEL). This is a must for Level 3 (D-C grade). E.g. *However, the factor of….would not have caused a threat hand it not been for …..* *Without the factor of….* I*f* ……….*Had it not been for….*

**7. STRUCTURE YOUR ANSWER ACCORDING TO THE QUESTION TYPE – see below!!**

* Cause, Consequence or significance = compare the importance of 4 factors and give a most important that links the other 3 / by weighing up.
* Change and continuity OR similarity and difference = compare *within* 4 factors (=8 mini PEARs) to support your balanced judgement

Improvement Tasks:

**Understanding the mark scheme:**

**Task:**

1. List the four aspects of the mark scheme below. For each, describe in your own words what you think you need to do to meet this criterion.

A\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ =

K \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ =

J \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ =

C \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ =

1. Now make a list of words you can use to show ‘valid criteria’:

Q1) ‘New Deal programmes introduced during the Presidency of F.D. Roosevelt failed black Americans’. How far do you agree with this statement?

Tasks:

1. Break down the question wording.
2. Read through the example plan below.
3. Plan your own answer on grid provided.
4. Use *Sanders* (mainly page 85) to give examples for your plan.

|  |  |  |
| --- | --- | --- |
| Factor for improvement | Improved | Limitations |
| Employment | Black Americans benefited from increased relief payments – 30 per cent of all black Americans were on relief by 1935 | The AAA displaced many small black farmers in the southThe NRA excluded black Americans from most skilled jobs and offered discriminatory wage rates |
| Racist attitudes | Integrated Alphabet agencies The President's wife, Eleanor Roosevelt, championed the cause of racial equality and may be considered as improving black American self-esteem | The CCC operated segregated camps |
| Legal and political status  | Substantial numbers of black Americans were appointed to federal bodies, giving black Americans a higher political profileThere was a massive swing in voting by black Americans from Republican to Democrat between 1932 to 1936, indicating benefits received or expected. | Roosevelt showed no interest in pushing civil rights issues and refused to back a federal anti-lynching bill – the New Deal produced no improvement in this area. |
| Other factors:-Housing-Education -Black women  |

|  |
| --- |
| Judgement:Valid criteria:  |
| Factors: | Successes | ‘Failed’ | Extent of failure in this aspect? |
| Factor in the Q: |  |  |  |
| Second factor: |  |  |  |
| Third factor: |  |  |  |
| Conclusion: |

Q2: How significant was the growth of credit in the USA in the 1920s in producing the Great Depression of the 1930s?

Tasks:

1. Breakdown the question wording.
2. Use the diagram to create a FLOWCHART that explains the causes of the Great Depression.
3. **Skim read the example answer to your question and identify** (either write down your answers or annotate on the answer to show this)**:**
4. Where would you find this answer? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. What examples are given to show the role of the growth of credit?
6. What other factors have been addressed?
7. Do you agree with the examiner’s verdict, a ‘strong’ answer? Explain your answer.
8. If applicable, what are the similarities and differences between this answer and yours?
	1. Similarities:
	2. Differences:

3. Now re-plan your answer showing factors and links. Annotate arrows with ‘valid criteria’.

Third Factor:

Fourth Factor (if time):

Most important factor:

Factor in the Q:

Q3: How far do you agree that the personality of the president was the most significant factor in the changes in the presidency in the years 1917-61?

1. Breakdown the question wording.
2. *Re-plan your answer showing factors and links. Annotate arrows with ‘valid criteria’.*

Most important factor:

Factor in the Q:

Third Factor:

Fourth Factor (if time):

Q4: How far do you agree that the number of immigrants entering the country was the most significant factor in public reactions to immigration between 1917 and 1960?

1. Breakdown the question wording.
2. *Re-plan your answer showing factors and links. Annotate arrows with ‘valid criteria’.*

Most important factor:

Factor in the Q:

Third Factor:

Fourth Factor (if time):