

NAME: _____ TEACHER: _____

Target Grade: _____

PLEASE BRING TO EVERY LESSON.

Unit 1: Depression, War and Recovery, 1930-1951

Exam Technique Work Booklet

Exam information:

- This unit will contribute to **25% of your total GCSE** mark.
- The duration of the paper is **1 hour**.
- You must answer **every question**.
- This paper is worth **50 marks** (plus **3 marks** for spelling, punctuation and grammar and the use of specialist language in question 5).
- Questions can come from any of the seven key questions studied.

These questions will be completed in class and for homework when required.

Exam Technique Checkpoint 1

(to be completed once the question-type is covered for the first time)

	R	A	G
Q1. What can be learnt from Sources A and B about... [4 marks]			
Q2. To what extent does Source C accurately explain... [6 marks]			
Q3. Why was...significant... [12 marks]			
Q4. Explain the connections between THREE of the following: [12 marks]			
Q5. How far do you agree with this interpretation of... [16+3 marks]			

Question 1. What can be learnt from Sources A and B about... [4 marks]

In question 1 you have to derive information about the factor in the question from source material. There is no requirement to demonstrate your own knowledge and understanding and there is no need for analysis of the source material - the caption should only be discussed if it provides information about the factor in the question.

Steps to Success

- ✓ Pick out several key facts/points from Source A, linking them to the question.
- ✓ Pick out several key facts/points from Source B, linking them to the question.
- ✓ Aim to write equal amounts from both sources to ensure a balanced answer.
- ✓ Make sure your answer displays a balanced use of both sources. An imbalanced answer which concentrates too much on one source will not score you top marks.



How to answer:

Step 1 Opening sentence which links to the question.

Both sources provide information about...

Step 2 Identify 2 or more facts from Source A.

*Source A suggests that...
Furthermore...*

Step 3 Identify 2 or more facts from Source B.

*Source B tells us that...
Also, ...*

REMEMBER! Your answer must be balanced - you must write equal amounts about both sources - for full marks.

Band Descriptors and mark allocations

AO3 4 marks		
BAND 2	Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks.	3-4
BAND 1	Generalised answer with little analysis, paraphrasing or describing sources only.	1-2

Examples

Question 1

This question is about the impact of the Depression.

Study the sources below then answer the question which follows:

Source A

When you see the unemployment figures quoted at two millions, it is fatally easy to take this as meaning that two million people are out of work and the rest of the population are comparatively comfortable. I admit that till recently I was in the habit of doing so myself. I used to calculate that if you put the registered unemployed at around two millions and threw in the destitute and those who for one reason and another were not registered, you might take the number of unfed people in England as being, at the very most, five millions. This is an enormous under-estimate. I think it is nearer 6 millions.

[From *The Road to Wigan Pier* written by George Orwell, published in 1937.]

Source B

While some of the effects of unemployment are general, individual men and their families of course react in different ways, and out of some six hundred families normally dependent upon unemployment benefit probably few have precisely the same attitude to life and circumstances. One man will approach the Exchange with impatience and bitterness and his dependence and impotency to help himself; one in a mood of growing apathy; one in a growing feeling of the need for change in the economic and social system.

[From *Brynmawr* written by H Jennings, published in 1934.]

What can be learnt from Sources A and B about the impact of the Depression on Britain? [4]

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Read over your answer and highlight in one colour where you have discussed the content of Source A and in another colour where you have discussed the content of Source B. Circle the band and decide on the mark in the box below.

AO3 4 marks		
BAND 2	Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks.	3-4
BAND 1	Generalised answer with little analysis, paraphrasing or describing sources only.	1-2

Question 1

This question is about life during wartime.

Study the sources below then answer the question which follows:

Source A

1940	1941	1942	1943	1944	1945
36,844	21,858	3,260	2,298	9,151	761

[Tonnage of bombs dropped on British targets 1940-1945.]

Source B



[Ruined flats in Whitechapel, East London, taken in March 1945.]

What can be learnt from Sources A and B about the impact of air raids on Britain up to 1945? [4]

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Read over your answer and highlight in one colour where you have discussed the content of Source A and in another colour where you have discussed the content of Source B. Circle the band and decide on the mark in the box below.

AO3 4 marks		
BAND 2	Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks.	3-4
BAND 1	Generalised answer with little analysis, paraphrasing or describing sources only.	1-2

Question 1

This question is about the coming of war.

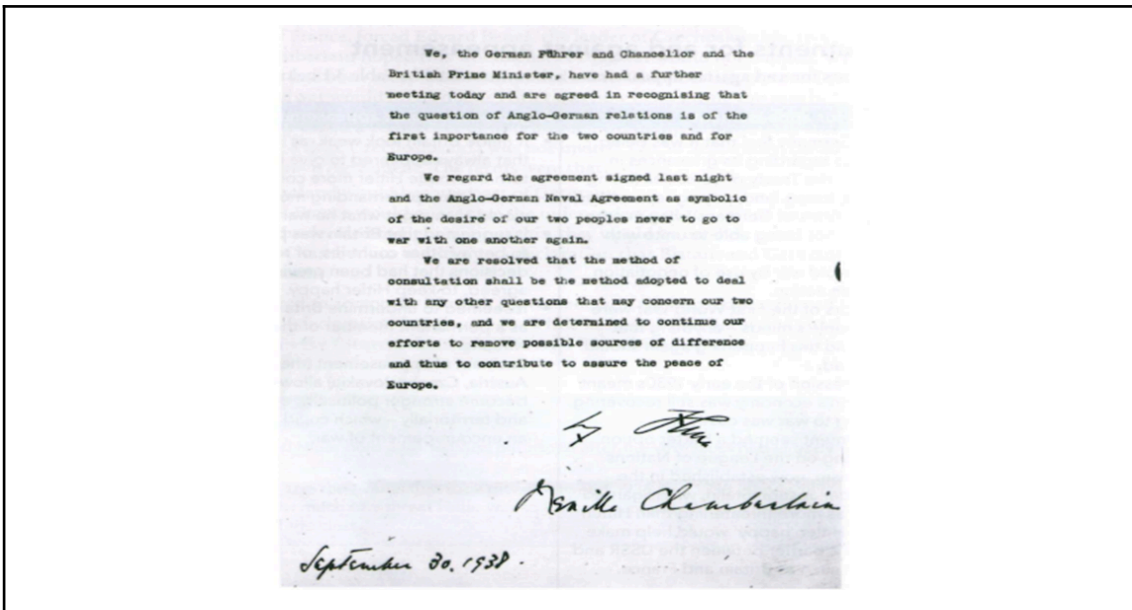
Study the sources below then answer the question which follows:

Source A

I will begin by saying the most unpopular and most unwelcome thing, namely that we have sustained a total and unmitigated defeat. I think that in the future the Czechoslovak State cannot remain independent. You will find that in a period of time which may be measured by years, but may only be measured by months, Czechoslovakia will be taken over by the Nazi regime.

[Winston Churchill, a Conservative MP, speaking in Parliament, 5 October 1938, in a debate on the Munich Agreement.]

Source B



[The Anglo-German Pact promising 'peace for our time', signed by Neville Chamberlain and Adolf Hitler, on 30 September 1938.]

What can be learnt from Sources A and B about the policy of appeasement? [4]

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Read over your answer and highlight in one colour where you have discussed the content of Source A and in another colour where you have discussed the content of Source B.

Peer Assessment

AO3 4 marks		
BAND 2	Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks.	3-4
BAND 1	Generalised answer with little analysis, paraphrasing or describing sources only.	1-2

WWW:

EBI:

***DIRT** - Add any missing details to your answer using a purple pen.*

Model answer (glue in when provided)

Question 1

This question is about life during wartime.

Study the sources below then answer the question which follows:

Source A

The Land Girls did a wide range of jobs, including milking cows, lambing, managing poultry, ploughing, gathering crops, digging ditches, catching rats and carrying out farm maintenance work. Some 6,000 women worked in the Timber Corps, chopping down trees and running sawmills. They came from a wide variety of backgrounds and some were very homesick . Many farmers were initially sceptical about employing young women on their farms, but people soon came to realise how useful most of them were.

[From a website about life during the Second World War.]

Source B



[Female mechanics servicing a truck during the Second World War.]

What can be learnt from Sources A and B about the role of women during the Second World War?
[4]

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Read over your answer and highlight in one colour where you have discussed the content of Source A and in another colour where you have discussed the content of Source B.

Peer Assessment

AO3 4 marks		
BAND 2	Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks.	3-4
BAND 1	Generalised answer with little analysis, paraphrasing or describing sources only.	1-2

WWW:

EBI:

***DIRT** - Add any missing details to your answer using a purple pen.*

Model answer (glue in when provided)

Question 1

This question is about the coming of war.

Study the sources below then answer the question which follows:

Source A

The government has made plans to evacuate children from towns and cities in danger of German bombing to safe areas. The scheme is a voluntary one but clearly children will feel safer and happier away from danger.

[From a public information leaflet issued by the government, July 1939.]

Source B



[A photograph of an Anderson Shelter supplied by the British government from May 1939 onwards.]

What can be learnt from Sources A and B about the British government's preparations for war? [4]

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Read over your answer and highlight in one colour where you have discussed the content of Source A and in another colour where you have discussed the content of Source B.

Peer Assessment

AO3 4 marks		
BAND 2	Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks.	3-4
BAND 1	Generalised answer with little analysis, paraphrasing or describing sources only.	1-2

WWW:

EBI:

DIRT - Add any missing details to your answer using a purple pen.

Model answer (glue in when provided)

Question 1

This question is about life after war.

Study the sources below then answer the question which follows:

Source A

I have considered a petition from the inhabitants of Wattsville [in South Wales] protesting against the reductions in rations. However, we have had to reduce rations as [food] supplies are so limited.

[The Minister of Food in response to a question in the House of Commons on 6 June 1945.]

Source B



[A photograph of London in the summer of 1945.]

What can be learnt from Sources A and B about conditions in Britain after the war? [4]

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Read over your answer and highlight in one colour where you have discussed the content of Source A and in another colour where you have discussed the content of Source B.

Question 2. To what extent does Source C accurately explain... [6 marks]

In question 2 you must evaluate how far a source accurately explains an aspect of the unit by placing the source in context and identifying both the strengths and limitations of its authorship.

Steps to Success

- ✓ Identify the key points or issues raised in the source – this can be done by underlining or highlighting the most important points.
- ✓ Use your knowledge of this topic area to place the source into its historical context.
- ✓ Consider the attribution of the source to identify strengths and limitations.
- ✓ How does this impact upon the reliability and accuracy of the information?
- ✓ Make a reasoned judgement on the accuracy of the source, making clear links to the question.



How to answer:

Step 1 Content Identify and discuss key points from the source - what does the source say in your own words?

Step 2 Context Use your own knowledge to describe the factor in the question and give the context (background) of the issue.

Step 3 Authorship Analyse the authorship - are they reliable? Discuss strengths and weaknesses. Conclude with a judgement about how far the source represents/describes the issue.

Band Descriptors and mark allocations

	AO1 2 marks			AO3 4 marks	
			BAND 3	Analyses and evaluates the accuracy of the source, set within the context of the historical events studied. The strengths and limitations of the source material are fully addressed and a substantiated judgement is reached.	4
BAND 2	Demonstrates detailed understanding of the key feature in the question.	2	BAND 2	Begins to analyse and evaluate the source. A judgement, with some support is reached, discussing the accuracy of the source material set within the historical context.	2-3
BAND 1	Demonstrates some understanding of the key feature in the question.	1	BAND 1	Very basic judgement reached about the source with little or no analysis or evaluation.	1

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Read over your answer and highlight the three parts (the content, the context, the discussion of authorship) in different colours.

Teacher Comments

DIRT:

Question 2

This question is about rebuilding the country after 1945.

Study the source below then answer the question which follows:

Source C

In 1945, Labour promised that their policies, such as nationalisation, health and housing would improve Britain's economic future. But, they have in fact led to higher taxes and business growth has been held back. A vote for Labour's politics will harm our economic future.

[Winston Churchill, the Conservative Party Leader, speaking during the general election campaign of 1950.]

To what extent does Source C accurately explain reactions to the policies of the Labour Government between 1945 and 1950? [6]

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Read over your answer and highlight the three parts (the content, the context, the discussion of authorship) in different colours.

Teacher Comments

DIRT:

Model answer (glue in when provided)

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Read over your answer and highlight the three parts (the content, the context, the discussion of authorship) in different colours.

Peer Assessment

	AO1 2 marks			AO3 4 marks	
			BAND 3	Analyses and evaluates the accuracy of the source, set within the context of the historical events studied. The strengths and limitations of the source material are fully addressed and a substantiated judgement is reached.	4
BAND 2	Demonstrates detailed understanding of the key feature in the question.	2	BAND 2	Begins to analyse and evaluate the source. A judgement, with some support is reached, discussing the accuracy of the source material set within the historical context.	2-3
BAND 1	Demonstrates some understanding of the key feature in the question.	1	BAND 1	Very basic judgement reached about the source with little or no analysis or evaluation.	1

WWW:

EBI:

DIRT - Add any missing details to your answer using a purple pen.

Model answer (glue in when provided)

Read over your answer and highlight the three parts (the content, the context, the discussion of authorship) in different colours.

Teacher Comments

DIRT:

Model answer (glue in when provided)

Question 2

This question is about life during wartime.

Study the source below then answer the question which follows:

Source C

The room was about 40 yards long by 20 broad [37 metres by 18 metres]. There are three benches of small machines and a few large drilling machines on the floor. Altogether there are about 40 women and about a dozen men. My machine is a drilling one, and I am given a heap of small brass plates to drill holes in. It is quite dark when we come out - which strikes one with a curious shock of surprise, for one feels not so much tired, rather as if one has missed the day altogether.

[A young woman describing her working day in a factory in 1943.]

To what extent does Source C accurately explain the contribution made by women during the Second World War? [6]

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Read over your answer and highlight the three parts (the content, the context, the discussion of authorship) in different colours.

Peer Assessment

	AO1 2 marks			AO3 4 marks	
			BAND 3	Analyses and evaluates the accuracy of the source, set within the context of the historical events studied. The strengths and limitations of the source material are fully addressed and a substantiated judgement is reached.	4
BAND 2	Demonstrates detailed understanding of the key feature in the question.	2	BAND 2	Begins to analyse and evaluate the source. A judgement, with some support is reached, discussing the accuracy of the source material set within the historical context.	2-3
BAND 1	Demonstrates some understanding of the key feature in the question.	1	BAND 1	Very basic judgement reached about the source with little or no analysis or evaluation.	1

WWW:

EBI:

DIRT - Add any missing details to your answer using a purple pen.

Model answer (glue in when provided)

Question 3. Why was...significant... [12 marks]

In question 3 you must explain the *significance* of an event (e.g. invasion of Czechoslovakia in March 1939 or the Jarrow Crusade), an individual (e.g. Churchill's role as wartime leader) or aspect of the time period (e.g. the role of women during the Second World War).

Remember! Significant = important/impactful.



Steps to Success

- ✓ Use your knowledge to place the key issue in context.
- ✓ Explain what was happening at the time.
- ✓ Include specific factual detail to help construct an argument.
- ✓ Make regular links to the key issue, providing some judgement.
- ✓ Conclude with a reasoned and well-supported judgement.

How to answer:

Step 1 Place the issue (factor in the question) in context by giving some historical detail and background.

Step 2 Develop with further historical knowledge, describing ways in which the factor in the question was significant. Try to make 3-4 points.

Step 3 Conclude by summarising the importance of the factor in the question.

Band Descriptors and mark allocations

	AO1 4 marks			AO2 8 marks	
BAND 4	Demonstrates comprehensive knowledge and understanding of the key feature in the question.	4	BAND 4	Fully explains the issue with clear focus set within the appropriate historical context.	7-8
BAND 3	Demonstrates detailed knowledge and understanding of the key feature in the question.	3	BAND 3	Explains the issue set within the appropriate historical context.	5-6
BAND 2	Demonstrates some knowledge and understanding of the key feature in the question.	2	BAND 2	Begins to explain the issue with some reference to the appropriate historical context.	3-4
BAND 1	Demonstrates basic knowledge and understanding of the key feature in the question.	1	BAND 1	Mostly descriptive response with limited explanation of the issue.	1-2

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Read over your answer and highlight where you have used the word *significant* (or any of its synonyms).

Teacher Comments

DIRT:

Question 3

This question is about life during the Depression.

Why was radio and cinema so significant during the 1930s in Britain? [12]

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Read over your answer and highlight where you have used the word *significant* (or any of its synonyms).

Peer Assessment

	AO1 4 marks			AO2 8 marks	
BAND 4	Demonstrates comprehensive knowledge and understanding of the key feature in the question.	4	BAND 4	Fully explains the issue with clear focus set within the appropriate historical context.	7-8
BAND 3	Demonstrates detailed knowledge and understanding of the key feature in the question.	3	BAND 3	Explains the issue set within the appropriate historical context.	5-6
BAND 2	Demonstrates some knowledge and understanding of the key feature in the question.	2	BAND 2	Begins to explain the issue with some reference to the appropriate historical context.	3-4
BAND 1	Demonstrates basic knowledge and understanding of the key feature in the question.	1	BAND 1	Mostly descriptive response with limited explanation of the issue.	1-2

WWW:

EBI:

***DIRT** - Add any missing details to your answer using a purple pen.*

Model answer (glue in when provided)

Question 3

This question is about life during wartime.

Why was the 'Dig for Victory' campaign significant during the war? [12]

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Peer Assessment

	AO1 4 marks			AO2 8 marks	
BAND 4	Demonstrates comprehensive knowledge and understanding of the key feature in the question.	4	BAND 4	Fully explains the issue with clear focus set within the appropriate historical context.	7-8
BAND 3	Demonstrates detailed knowledge and understanding of the key feature in the question.	3	BAND 3	Explains the issue set within the appropriate historical context.	5-6
BAND 2	Demonstrates some knowledge and understanding of the key feature in the question.	2	BAND 2	Begins to explain the issue with some reference to the appropriate historical context.	3-4
BAND 1	Demonstrates basic knowledge and understanding of the key feature in the question.	1	BAND 1	Mostly descriptive response with limited explanation of the issue.	1-2

WWW:

EBI:

DIRT - Add any missing details to your answer using a purple pen.

Question 3

This question is about life after war.

Why was demobilisation significant at the end of the war? [12]

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Read over your answer and highlight where you have used the word *significant* (or any of its synonyms).

Teacher Comments

DIRT:

Model answer (glue in when provided)

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Read over your answer and highlight where you have used the word *significant* (or any of its synonyms).

Teacher Comments

DIRT:

Model answer (glue in when provided)

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Read over your answer and highlight where you have used the word *significant* (or any of its synonyms).

Peer Assessment

	AO1 4 marks			AO2 8 marks	
BAND 4	Demonstrates comprehensive knowledge and understanding of the key feature in the question.	4	BAND 4	Fully explains the issue with clear focus set within the appropriate historical context.	7-8
BAND 3	Demonstrates detailed knowledge and understanding of the key feature in the question.	3	BAND 3	Explains the issue set within the appropriate historical context.	5-6
BAND 2	Demonstrates some knowledge and understanding of the key feature in the question.	2	BAND 2	Begins to explain the issue with some reference to the appropriate historical context.	3-4
BAND 1	Demonstrates basic knowledge and understanding of the key feature in the question.	1	BAND 1	Mostly descriptive response with limited explanation of the issue.	1-2

WWW:

EBI:

DIRT - Add any missing details to your answer using a purple pen.

Question 4. Explain the connections between THREE of the following: [12 marks]

In question 4 you must *identify* and *explain* the connections between three factors. Whilst the given factors will often come from the same Key Question, this may not always be the case. For example, aspects of KQ6 and KQ7 link together - this is demonstrated in the practice questions below. You will **always** be given factors with possible connections and not simply random aspects of the unit.

Remember! This question is about **connections** between the factors, not just a description of them.



Steps to Success

- ✓ Select three factors which you think show clear connections.
- ✓ Use your knowledge to explain the three factors, making links between them.
- ✓ Aim to cover a number of points to illustrate how the factors are connected.
- ✓ Conclude with a final sentence demonstrating relevant connections.

How to answer:

Pick **THREE** factors.

Step 1 State your chosen factors with a small amount of historical detail indicating how they are connected.

Step 2 Use your own knowledge to describe and explain the connections further.

Step 3 Conclude with a few sentences summarising the connections that you have pointed out above.

Band Descriptors and mark allocations

AO1 2 marks			AO2 10 marks		
			BAND 4	Fully explains the relevant connections between the chosen features, set within the correct historical context.	8-10
			BAND 3	Explains the connections between the chosen features, set within the correct historical context.	5-7
BAND 2	Demonstrates detailed knowledge and understanding of the key features in the question.	2	BAND 2	Begins to explain the connections between the chosen features.	3-4
BAND 1	Demonstrates some knowledge and understanding of the key features in the question.	1	BAND 1	A basic, unsupported explanation of connections between the chosen features.	1-2

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Teacher Comments

DIRT - Add any missing details to your answer using a purple pen.

Question 4

This question is about rebuilding the country after 1945.

Explain the connections between any THREE of the following: [12]

- The Beveridge Report 1942
- The Labour Party victory in the 1945 General Election
- The Conservative Party’s defeat in the 1945 General Election
- The ‘Five Giants’

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Read over your answer and highlight where you have done the following; identified three factors, used K&U to explain the connections, reached a conclusion to emphasise the three connections.

Peer Assessment

AO1 2 marks		AO2 10 marks			
			BAND 4	Fully explains the relevant connections between the chosen features, set within the correct historical context.	8-10
			BAND 3	Explains the connections between the chosen features, set within the correct historical context.	5-7
BAND 2	Demonstrates detailed knowledge and understanding of the key features in the question.	2	BAND 2	Begins to explain the connections between the chosen features.	3-4
BAND 1	Demonstrates some knowledge and understanding of the key features in the question.	1	BAND 1	A basic, unsupported explanation of connections between the chosen features.	1-2

WWW:

EBI:

***DIRT** - Add any missing details to your answer using a purple pen.*

Model answer (glue in when provided)

EBI:

DIRT - Add any missing details to your answer using a purple pen.

Model answer (glue in when provided)

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Read over your answer and highlight where you have done the following; identified three factors, used K&U to explain the connections, reached a conclusion to emphasise the three connections.

Teacher Comments

DIRT:

Question 5. How far do you agree with this interpretation of... [16+3 marks]

Question 5 is the 'essay question' in which you will be asked to analyse and evaluate an interpretation of a key issue within the unit. In doing so, you are expected to show an understanding of *how* and *why* the interpretation has been formed. You must also identify **OPIs** (other possible interpretations), suggesting *how* and *why* these interpretations differ.

You must give yourself approx. 20 minutes to complete this question and remember to proofread your answer as there are 3 marks for SPaG.



Steps to Success

- ✓ Outline the interpretation given in the extract.
- ✓ Provide context:
 - Discuss the content of the extract linking it to your knowledge of the events.
 - What evidence can you include to support the main message of the extract?
- ✓ Consider the author.
- ✓ Identify other interpretations:
 - Suggest that other historians may have differing viewpoints.
 - Outline some of the arguments of other interpretations, explaining how they differ.
 - Explain why these interpretations differ.
- ✓ Conclusion: provide a substantial judgement which addresses how and why interpretations on this issue differ.
- ✓ Check over your answer for detail and correct spelling, punctuation and grammar (SPaG).

How to answer:

Step 1 Outline the interpretation given in the source.

The interpretation states that...

Step 2 Provide context - use your knowledge to describe the factor in the question.

At the time...

The source describes...

The interpretation relates to...

Step 3 Authorship - analyse the origin and purpose of the source. Discuss strengths and weaknesses. Is the interpretation reliable/valid?

The interpretation was written by...in...

It is from...

The author is...

We could suggest that the author is biased/reliable/unreliable...

Therefore the source is accurate/inaccurate...

Step 4 Other interpretations - suggest other interpretations/the opposite interpretation. Suggests how and why they differ.

However, there are other interpretations about...

For example, some might suggest... Alternatively, ...

By contrast, some historians might suggest...

This interpretation is influenced by...

The interpretations differ because...

Step 5 Conclusion - provide a reasoned judgement upon the validity of the interpretation given - how far do you agree with the interpretation?

In conclusion...

I agree somewhat/totally/disagree with the interpretation of... because...

The interpretation should be seen as valid however, ...

Band Descriptors and mark allocations

	AO1 4 marks			AO4 12 marks	
BAND 4	Demonstrates very detailed knowledge and understanding of the key feature in the question.	4	BAND 4	Fully analyses and evaluates how and why interpretations of this issue differ, demonstrating awareness of the wider historical debate over the issue. A well substantiated judgement about the accuracy of the interpretation is reached, set within the context of the historical events studied. The relevance of the authorship of the interpretation is discussed.	10-12
BAND 3	Demonstrates detailed knowledge and understanding of the key feature in the question.	3	BAND 3	Analyses and evaluates how and why interpretations of this issue differ. Some understanding of the wider historical debate over the issue is displayed. A clear judgement is reached, displaying understanding of how and why interpretations of the issue may differ. Appropriate reference is made to the authorship.	7-9
BAND 2	Demonstrates some knowledge and understanding of the key feature in the question.	2	BAND 2	Some analysis and evaluation of the interpretation and other interpretations is displayed. A judgement is reached with superficial reference made to authorship.	4-6
BAND 1	Demonstrates basic knowledge and understanding of the key feature in the question.	1	BAND 1	Makes simple comments about the interpretation with little analysis or evaluation. Little or no judgement reached.	1-3

SPaG

Band	Marks	Performance descriptions
<i>High</i>	3	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
<i>Intermediate</i>	2	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
<i>Threshold</i>	1	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
	0	<ul style="list-style-type: none"> • The learner writes nothing • The learner’s response does not relate to the question • The learner’s achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

Examples

Question 5

This question is about the coming of the Depression.

Read the interpretation below and then answer the question which follows.

It was famously said at the time of the Wall Street Crash that ‘when America sneezes the whole world catches a cold’, implying that whatever happened in the American economy would be replicated elsewhere. Many people around the world did indeed ‘catch a cold’ and Britain was no exception. It can definitely be said therefore that the Wall Street Crash was the most important cause of the Depression.

[From WJEC GCSE History textbook, ‘*Depression, War and Recovery 1930-1951*’, published in 2017.]

How far do you agree with this interpretation of the main cause of the Depression? [16+3]

[In your answer you should refer to how and why interpretations of this issue differ. Use your own knowledge and understanding of the wider historical debate over this issue to reach a well-supported judgement.]

Marks for spelling, punctuation and the accurate use of grammar and specialist language are allocated to this question.

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Read over your answer and highlight in one colour where you have discussed how the interpretation has been formed. In another colour highlight where you have discussed why the interpretation has been formed. Finally, highlight where you have discussed OPIs (other possible interpretations). Make sure you add a key.

Teacher Comments

DIRT:

Question 5

This question is about life during the Depression.

Read the interpretation below and then answer the question which follows.

Select bands of the unemployed from the depressed areas marched on London where they demonstrated to little purpose. Their progress throughout the country however, was a propaganda stroke of great effect. The hunger marches displayed the failure of capitalism. Middle-class people felt the call of conscience. They set up soup kitchens for the marchers and accommodated them in local schools.

[From *English History 1914-45* written by A.J.P. Taylor and published in 1965.]

**How far do you agree with this interpretation of the impact of the hunger marches in the 1930s?
[16+3]**

[In your answer you should refer to how and why interpretations of this issue differ. Use your own knowledge and understanding of the wider historical debate over this issue to reach a well-supported judgement.]

Marks for spelling, punctuation and the accurate use of grammar and specialist language are allocated to this question.

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Read over your answer and highlight in one colour where you have discussed how the interpretation has been formed. In another colour highlight where you have discussed why the interpretation has been formed. Finally, highlight where you have discussed OPIs (other possible interpretations). Make sure you add a key.

Peer Assessment

	AO1 4 marks			AO4 12 marks	
BAND 4	Demonstrates very detailed knowledge and understanding of the key feature in the question.	4	BAND 4	Fully analyses and evaluates how and why interpretations of this issue differ, demonstrating awareness of the wider historical debate over the issue. A well substantiated judgement about the accuracy of the interpretation is reached, set within the context of the historical events studied. The relevance of the authorship of the interpretation is discussed.	10-12
BAND 3	Demonstrates detailed knowledge and understanding of the key feature in the question.	3	BAND 3	Analyses and evaluates how and why interpretations of this issue differ. Some understanding of the wider historical debate over the issue is displayed. A clear judgement is reached, displaying understanding of how and why interpretations of the issue may differ. Appropriate reference is made to the authorship.	7-9
BAND 2	Demonstrates some knowledge and understanding of the key feature in the question.	2	BAND 2	Some analysis and evaluation of the interpretation and other interpretations is displayed. A judgement is reached with superficial reference made to authorship.	4-6
BAND 1	Demonstrates basic knowledge and understanding of the key feature in the question.	1	BAND 1	Makes simple comments about the interpretation with little analysis or evaluation. Little or no judgement reached.	1-3

SPaG mark: /3

WWW:

EBI:

DIRT - Add any missing details to your answer using a purple pen.

Model answer (glue in when provided)

Question 5

This question is about life during wartime.

Read the interpretation below and then answer the question which follows.

I was nearly ten years of age when the Second World War was declared and really didn't think it would make a difference to me. It was the grownups that were talking about it. However, life changed dramatically for us children. My mother and father decided I should be evacuated. They didn't talk to me about it, I was just told I was going. My mother came with me to see me settled and to see where I was going to live. We went by train to the nearest town, then up the valley by bus. I had always lived in a town and here I was going through these mountains and green fields. The house I went to stay at had two children, a boy and a girl. Their mother did their best to make me feel welcome before my mother left me with these strangers. However, they were so good I didn't really feel homesick. At the beginning we were 'the evacuees', but soon we were accepted in the village and in the school (in the next village) to which we had to walk every day.

[Peggy O'Neil Davies recalls her life as an evacuee.]

How far do you agree with this interpretation of the experience of evacuation during the Second World War? [16+3]

[In your answer you should refer to how and why interpretations of this issue differ. Use your own knowledge and understanding of the wider historical debate over this issue to reach a well-supported judgement.]

Marks for spelling, punctuation and the accurate use of grammar and specialist language are allocated to this question.

Question 5

This question is about rebuilding the country after 1945.

Read the interpretation below and then answer the question which follows.

By the end of World War II, the British public were crying out for change. Labour would lead that change. Our manifesto 'Let us Face the Future' laid out a bold vision, pledging to destroy the 'five evil giants' such as want, disease and unemployment. It was a message which captured the imagination of the country and took Clement Attlee into Number 10.

[An extract from an article on the 1945 General Election published on the Labour Party's official website in 2015.]

How far do you agree with this interpretation of the reasons why the Labour Party won the General Election in 1945? [16+3]

[In your answer you should refer to how and why interpretations of this issue differ. Use your own knowledge and understanding of the wider historical debate over this issue to reach a well-supported judgement.]

Marks for spelling, punctuation and the accurate use of grammar and specialist language are allocated to this question.

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Read over your answer and highlight in one colour where you have discussed how the interpretation has been formed. In another colour highlight where you have discussed why the interpretation has been formed. Finally, highlight where you have discussed OPIs (other possible interpretations). Make sure you add a key.

Peer Assessment

	AO1 4 marks			AO4 12 marks	
BAND 4	Demonstrates very detailed knowledge and understanding of the key feature in the question.	4	BAND 4	Fully analyses and evaluates how and why interpretations of this issue differ, demonstrating awareness of the wider historical debate over the issue. A well substantiated judgement about the accuracy of the interpretation is reached, set within the context of the historical events studied. The relevance of the authorship of the interpretation is discussed.	10-12
BAND 3	Demonstrates detailed knowledge and understanding of the key feature in the question.	3	BAND 3	Analyses and evaluates how and why interpretations of this issue differ. Some understanding of the wider historical debate over the issue is displayed. A clear judgement is reached, displaying understanding of how and why interpretations of the issue may differ. Appropriate reference is made to the authorship.	7-9
BAND 2	Demonstrates some knowledge and understanding of the key feature in the question.	2	BAND 2	Some analysis and evaluation of the interpretation and other interpretations is displayed. A judgement is reached with superficial reference made to authorship.	4-6
BAND 1	Demonstrates basic knowledge and understanding of the key feature in the question.	1	BAND 1	Makes simple comments about the interpretation with little analysis or evaluation. Little or no judgement reached.	1-3

SPaG mark: /3

WWW:

EBI:

***DIRT** - Add any missing details to your answer using a purple pen.*

Model answer (glue in when provided)

Question 5

This question is about life during wartime.

Read the interpretation below and then answer the question which follows.

Women played an important part in the Second World War, particularly in their contribution to the armed forces and their work in heavy industry, farm work and transport. This, however, made little difference to the status of women in society in the years that followed the war.

[Steve Waugh and John Wright, writing in *GCSE Modern World History for Edexcel: War and the Transformation of British Society 1931-1951*, published 2010.]

How far do you agree with this interpretation of the impact and effect of women's contribution to the war effort in the Second World War? [16+3]

[In your answer you should refer to how and why interpretations of this issue differ. Use your own knowledge and understanding of the wider historical debate over this issue to reach a well-supported judgement.]

Marks for spelling, punctuation and the accurate use of grammar and specialist language are allocated to this question.

Peer Assessment

AO1 4 marks			AO4 12 marks		
BAND 4	Demonstrates very detailed knowledge and understanding of the key feature in the question.	4	BAND 4	Fully analyses and evaluates how and why interpretations of this issue differ, demonstrating awareness of the wider historical debate over the issue. A well substantiated judgement about the accuracy of the interpretation is reached, set within the context of the historical events studied. The relevance of the authorship of the interpretation is discussed.	10-12
BAND 3	Demonstrates detailed knowledge and understanding of the key feature in the question.	3	BAND 3	Analyses and evaluates how and why interpretations of this issue differ. Some understanding of the wider historical debate over the issue is displayed. A clear judgement is reached, displaying understanding of how and why interpretations of the issue may differ. Appropriate reference is made to the authorship.	7-9
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BAND 1	Demonstrates basic knowledge and understanding of the key feature in the question.	1	BAND 1	Makes simple comments about the interpretation with little analysis or evaluation. Little or no judgement reached.	1-3

SPaG mark: /3

WWW:

EBI:

***DIRT** - Add any missing details to your answer using a purple pen.*

Model answer (glue in when provided)

Question 5

This question is about life during the Depression.

Read the interpretation below and then answer the question which follows.

Many areas were, on the whole, prosperous and booming. Unemployment in St Albans (near London) in 1934 was only 3.9 per cent. These areas were well off thanks to their new industries – motor cars, electrical goods, aircraft and chemicals.

[Norman Lowe, an author and teacher, writing in the A-level textbook *Mastering Modern British History* published in 2009.]

How far do you agree with this interpretation of the impact of the Depression on the lives of people in Britain? [16+3]

[In your answer you should refer to how and why interpretations of this issue differ. Use your own knowledge and understanding of the wider historical debate over this issue to reach a well-supported judgement.]

Marks for spelling, punctuation and the accurate use of grammar and specialist language are allocated to this question.

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Read over your answer and highlight in one colour where you have discussed how the interpretation has been formed. In another colour highlight where you have discussed why the interpretation has been formed. Finally, highlight where you have discussed OPIs (other possible interpretations). Make sure you add a key.

Teacher Comments

DIRT:

Question 5 Interpretations

Task Read through the statements below - they represent possible interpretations of issues covered within this unit. You should first note evidence to support the interpretation. Then you should identify the **other possible interpretations** and the evidence to support these in the final column.

Interpretation	Evidence to support the interpretation	OPIs (Other Possible Interpretations)
The depression in Britain was caused by the Wall St Crash.		
Experience of the depression in South Wales was solely negative.		
People had positive experiences of evacuation.		

Women made little contribution to the war effort and as a result their lives were barely impacted by the war.		
Labour won the General Election in 1945 due to the image of the Conservatives and their association with the depression years.		
Post-war Labour reforms had little impact.		
Labour successfully addressed all of the problems identified by the Beveridge Report in their program of reform between 1945 and 51.		

Exam Technique Checkpoint 2

(to be completed once exam technique has been revised)

	R	A	G
Q1. What can be learnt from Sources A and B about... [4 marks]			
Q2. To what extent does Source C accurately explain... [6 marks]			
Q3. Why was...significant... [12 marks]			
Q4. Explain the connections between THREE of the following: [12 marks]			
Q5. How far do you agree with this interpretation of... [16+3 marks]			

