

P4 From Shipwreck Survivor to Settler Society - Mark Scheme

L (Level) = Score (Proficiency scales)

Part 1

a) H2c Collect supporting evidence from primary sources.

-	Student makes irrelevant statements without using the sources.
L1	Student uses one of the sources. Statements may be inaccurate using the sources.
L2	Student uses two of the sources. Student makes simple statements, e.g. It is on a map. There were hogs here. There is a date on a rock.
L3	Student uses all the sources. Student makes more developed statements, e.g. There are maps that show Bermuda prior to 1609. Shipwreck survivors found sources of food (hogs) on Bermuda. Sailors/explorers shipwrecked on the reefs sometimes left evidence like carvings.
L4	Students make complex statements. Student will recall stories about the Devil's Isles and make causal links between shipwrecks and sources of food (hogs). Student gives a global context of mapmaking and explorers.

b) differentiated version

H2a Define and give examples of key vocabulary words, terms and concepts.

<p>Sea Venture Jamestown buckets Sir George Somers Bermuda sailors devils cahows ships Deliverance survivors colonists</p>

b) original version

H2a Define and give examples of key vocabulary words, terms and concepts.

- a) The Sea Venture was heading to Virginia to save the Jamestown colony from starvation.
- b) 9 ships were in the fleet. Sea Venture and 8 other ships.
- c) The passengers used buckets to bail out water non-stop for 3 nights and 4 days. Sir George Somers then sailed the ship between two rocks, where it got stuck.
- d) When the survivors found themselves in Bermuda, they were very frightened, but soon the survivors found Bermuda to be a wonderful place to live. The weather was warm and there was lots of food to eat.
- e) They survived in Bermuda because of the natural resources like hogs and cahows.
- f) Sir Thomas Gates acted as the Governor and kept the survivors in order, organised and focused.
- g) Over the next ten months, the survivors built two ships, Patience and Deliverance, from pieces of the Sea Venture and cedar trees they found here. Once finished, the survivors sailed to Jamestown, Virginia, joining the other British colonists.

Part 2

C2b Explain the relevance of historical personalities, e.g. explorers, Sea Venture survivors and early settlers.

-	Student makes irrelevant statements without using the sources.
L1	Statements may be off topic or inaccurate.
L2	Statements are on topic and accurate, e.g. Daniel Tucker- Student uses information provided.
L3	Statements are on topic and accurate, e.g. Moore was the Governor and the only one in charge of everything, so he was tired. He was excited as the English colonization was a new adventure for him. He was worried because he was responsible to the Somers Isles Company and wanted to avoid potential Spanish invasion. Nathaniel Butler- Roads and bridges were needed to/meant settlers could: <ul style="list-style-type: none">▪ divide up the land for the investors [creation of parishes]▪ get from one end of the island to the other<ul style="list-style-type: none">- built roads to get around. Bridges cross over water.- get around further and faster; communication improved▪ travel to get items they needed e.g. food or wanted [increased trade]▪ plant farms across Bermuda

	<ul style="list-style-type: none"> ▪ population increase, more options of where to live and/or work
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Part 3

H3a Recognise instances in which more than one interpretation of factual material is valid.

-	Student only selects a governor but did not explain why they selected the governor or gives no supporting reasons/reasons given are illogical or off topic.
L1	Student does not provide fully accurate information, but may give some evidence, e.g. There were people here. People worked on the island. People built houses.
L2	Student identifies at least one way in which Moore, Tucker and Butler brought change but does not explain that change, e.g. Moore built forts, Tucker brought plants and animals, Butler introduced a General Assembly.
L3	Student identifies several ways Moore, Tucker and Butler brought change and provides explanation for that change, e.g. Moore built forts to protect against Spanish invasions. Tucker organised a migration of plants and animals as the settlers needed food for the future. Butler introduced a General Assembly because as the population grew there was more need for more representation.

Part 4

C2b Explain the relevance of historical personalities, e.g. explorers, Sea Venture survivors and early settlers.

-	Student gives no supporting reasons or reasons given are illogical/off topic or answer lacks details to understand Bermuda during that time period
L1	Student does not provide fully accurate information, but may give some evidence, e.g. People came to Bermuda. They started farming. There was a change in government.
L2	Student gives simple statements that show some understanding of change over time, e.g. People came here and built forts. They started farming different types of plants and tobacco. The government changed from a Council to an Assembly.
L3	Student gives more developed statements showing evidence of change over time. Moore ruled by himself, but Tucker had the General Council which changed to the General Assembly under Butler with more people added to the government. When people first came they built forts, but then they started farming different types of crops and some were sold, e.g. tobacco. At first Moore was worried about Spanish invasions, but then Tucker was concerned about the settlement feeding themselves and making money. Butler improved the government and created laws to protect Bermuda's resources. Uses

	historical terms.
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