

P5: From Slavery to Emancipation Differentiated Mark Scheme

SECTION A - Migration

Q1) SS.P5.H2a Recognise and understand an increasing number of social studies terms.

L2	Pull: to be with someone you love to start your new job	nice weather	lots of things to do
L2	Push: war	no food	no water

Q2) Gap fill exercise

L2	choice West Indies Spanish indentured servant escape captured slave ships wrecked two Africa Bermuda colonies auction
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SECTION B - Development of Slavery

Q1) SS.P5.H2a Recognise and understand an increasing number of social studies terms.

L1	Student only copies the prompt words under each heading. Some accuracy. <ul style="list-style-type: none"> • Indentured servant: contract, 5-7 years, choice, freedom • Chattel slave: 1626 laws, 99 years • Natural slavery: owned, no choice, birth, land, tools and clothing
L2	Student is able to provide an accurate response to one or two headings but uses the prompts incorrectly. Indentured servants signed a contract (also known as an indenture or a covenant) agreeing to work for a certain number of years in exchange for something, i.e. transportation, food, clothing, and shelter. Chattel slave is an enslaved person who is owned forever and whose children and children's children are automatically enslaved. They are treated as complete property, to be bought and sold. Natural slavery by nature is capable of belonging to another (and that is why he does so belong)

L3	Student is able to provide an accurate response to all three headings and only uses the prompts.
L4	Student is able to provide an accurate response to all three headings and provides additional information using own knowledge.

SECTION C - Slave Laws

Q1-5) SS.P5.H2b Form a simple organisation of key ideas related to a topic.

L1	Student provides little or no response to the set questions. Any response given may be inaccurate or irrelevant. SPAG-spelling, punctuation and grammar is poor.
L2	Student provides answers to some of the questions. Responses may be simple but are reasonable. SPAG-spelling, punctuation and grammar is reasonable.
L3	Student provides a response to most or all of the questions. Responses show some developed reasoning and are largely supported. SPAG-spelling, punctuation and grammar is reasonable.

SECTION D - Using Sources of Evidence

Q1-3) SS.P5.H2c Collect supporting evidence from primary and secondary sources.

L1	Student is able to identify at least one thing they can see. Student provides inaccurate or no statement/s about what they can infer. Any question provided may be irrelevant or out of context, i.e. Who is his best friend? Does he own a pet?
L2	Student is able to identify more than one thing they can see. Student provides one simple and unsupported inference, i.e. he is lonely, he is poor. Student is able to ask one relevant question, i.e. Why is he crying? Why is he wearing ripped clothing? Where does he live?
L3	Student is able to identify at least three things they can see. Student provides at least two inferences, one of which is supported, i.e. "I can tell he is poor because he is wearing ripped clothing." "I can tell he is living an unhappy life because he is crying." Student provides more than one relevant question that demonstrates more developed thinking, i.e. What does he do to survive? When did he last eat?
L4	Students is able to identify at least three things they can see. Inferences are well-developed and supported with accurate information from the source, i.e. "It is likely that this child has little support and faces a daily struggle to survive." Student provides more than one relevant question that may provide further insight, i.e. Why is i=he in this situation? What help is available to him?