

P5: From Slavery to Emancipation - Standard Mark Scheme

(L) Level = Score (Proficiency Scales)

SECTION A - Migration

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

-	Student incorrectly identifies reasons for human migration.
L1	Student correctly identifies at least one push and/or pull reason for human migration.
L2	Student correctly identifies several push and pull reasons for human migration. push- war/conflict, famine, persecution/religion, poverty pull- weather, relationships, employment, adventure

Q2a) **SS.P5.H2b** Form a simple organisation of key ideas related to a topic.

-	Student does not provide any accurate information. Student may make general comments about slavery but does not address the question.
L1	Student is able to identify 1-3 ways people of African descent arrived in Bermuda.
L2	Student is able to identify 4-5 ways people of African descent arrived in Bermuda and mentions that most were free. <ul style="list-style-type: none"> ▪ through choice, they signed contracts of indentured servitude. ▪ enslaved people of African descent who escaped from Caribbean plantations, arrived on cargo ships. ▪ captured by privateers from slave ships travelling from the Caribbean to North America. ▪ slaves ships wrecked off Bermuda's reefs and the enslaved people were rescued. ▪ Enslaved people were also shipped to Bermuda from the Caribbean or the colonies in America.

Q2b) **SS.P5.H2b** Form a simple organisation of key ideas related to a topic.

-	Student does not provide accurate information but may give general statements about slavery, e.g. Most slaves came from Africa. Slaves were sold.
L2	Student provides simple statements, e.g. Some people arrived here free. Some arrived enslaved.
L3	Student provides more developed statements that demonstrate status differences, e.g. Indentured servants were under contract and had freedom, whereas enslaved people were owned (sold) and had no freedom.
L4	L3 and student provides highly developed statements showing understanding of the bigger picture. e.g. All people of African descent that arrived in Bermuda were subject to global white power.

SECTION B - Definitions

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

-	Student unable to use prompt words under each heading.
L1	Student only copies the prompt words under each heading with some accuracy. OR Student is able to provide an accurate response to one or two headings but uses the prompts incorrectly.
L2	Student is able to provide an accurate response to all three headings. Student uses prompts and/or accurate additional information using own knowledge. <ul style="list-style-type: none"> ▪ Indentured servant choice contract 5-7 years freedom ▪ Chattel slave 1626 laws 99 years land, tools and clothing ▪ Natural slavery no choice owned birth

SECTION C - Slave laws.

Q1-3) **SS.P5.H2b** Form a simple organisation of key ideas related to a topic.

-	Student responds off topic or fails to use instructed information provided to answer question.
L2	Student responds by simply copying a law and providing a simple explanation or largely reiterates the source, e.g. They could not eat. It would be painful. They could not go out.
L3	Student gives full responses to each question with supporting reasons, e.g. If it was hard to earn money, it must have been hard to watch your family go hungry if there wasn't enough food given. Not being able to go out after 9pm meant you might not see family or friends on different plantations for a long time. Having your ears cut off would have been painful and the affects would have been for a lifetime.
L4	Students give a highly developed response that compares the lives of Black and white Bermudians and may consider the reasons for the laws. <ul style="list-style-type: none"> ▪ White people were not punished for physically harming their slaves, but Black people faced cruel and horrific punishments. ▪ White rulers did not want their slaves to escape (ferries) or kill them (butcher's knives). Student may make links between several laws.

SECTION D - using sources of evidence

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

SS.P5.H3b Draw inferences from factual information.

-	<p>Student is unable to identify the type of source it is.</p> <p>Student is unable to express at least one thing observed.</p> <p>Student is unable to express what they can infer.</p> <p>Question(s) provided may be irrelevant or out of context, e.g. Who is his best friend?</p>
L1	<p>Student is unable to identify the type of source it is.</p> <p>Student is able to identify at least one thing they can see.</p> <p>Student provides inaccurate or no statement about what they can infer.</p> <p>Question(s) provided may be irrelevant or out of context, e.g. Does he own a pet?</p>
L2	<p>Student is able to identify the source as a primary source.</p> <p>Student is able to identify more than one thing they can see.</p> <p>Student provides one simple and unsupported inference, e.g. The boy is lonely, He is poor.</p> <p>Student is able to ask at least one relevant question, e.g. Why is he crying? Why is he wearing ripped clothing? Where does he live?</p>
L3	<p>Student is able to identify at least three things they can see.</p> <p>Student provides at least two supported inferences, e.g. "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."</p> <p>Student provides more than one relevant question that demonstrates more developed thinking. What does he do to survive? When did he last eat?</p>
L4	<p>Student is able to identify at least three things they can see.</p> <p>Inferences are well-developed and supported with accurate information from the source, e.g. "He probably has little support and struggles to survive."</p> <p>Student provides more than one relevant question that may provide further insight, e.g. Why does he live like this? What help can he get?</p>