

### **Assignment One: Objective 1**

1. Describe the measures taken in Bexley to protect people from the effects of air attack. **(15)**
2. In what different ways did people react to wartime conditions? **(15)**
3. In what ways was Bexley changed as a result of the War? **(20)**

**(Total: 50 marks)**

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## Assignment Two : Objectives 2 and 3

1. Study Source **A**.  
What can you learn from this source about the Local Defence Volunteers (Home Guard) in Bexley? (6)
  
2. Study Sources **B, C, D, E** and **F**.  
Sources **B** and **E** give different accounts of the effectiveness of the efforts to defend the Borough from enemy action from sources **C, D** and **F**. Use the sources, and your own knowledge, to explain why they give different views. (8)
  
3. Study Sources **G, H**, and **I**.  
“The Borough of Bexley was badly damaged by enemy bombing during the Second World War.” Use the sources, and your own knowledge, to explain the effect of bombing on the Borough in the period 1939 - 1945. (12)
  
4. Study Sources **E, F** and **G**.  
How useful are these sources in helping you understand the way people in Bexley reacted to the effects of enemy bombing? (10)
  
5. Study all the sources.  
Source **K** is from a television series which suggests that many of the efforts made to protect and defend the country were not very effective. Use the evidence of the sources, and your own knowledge, to explain whether you agree with this view of measures taken in Bexley. (14)

**(Total: 50 marks)**

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## COURSEWORK ASSIGNMENTS MARKSCHEME

### ERITH

#### ASSIGNMENT ONE: ASSESSMENT OBJECTIVE 1

1. *Describe the measures taken in Bexley to protect people from the effects of air attack.*
- Target: (A.O.1) Key features/recall of knowledge (15)**
- Level 1:** Simple statements offering some examples of measures taken supported by some knowledge: eg, air raid shelters, wardens, gas masks etc. **(1-5)**
- Level 2:** Developed statements giving examples of measures taken within the Borough supported by relevant knowledge: eg, work that air raid wardens did or that done by first aid posts etc. **(6-10)**
- Level 3:** Developed exposition of range of measures taken and how these linked together supported by appropriately selected knowledge: eg, problems of shelters and the work of wardens, rescue services etc. **(11-15)**
2. *In what different ways did people react to war time conditions?* **(15)**
- Target: (A.O.1) Consequence/recall of knowledge**
- Level 1:** Simple statements giving examples of how people reacted, supported by some knowledge: eg, people were frightened, the way people tried to keep their spirits up, etc. **(1-5)**
- Level 2:** Developed statements giving examples of a range of reactions supported by relevant knowledge: eg, explanation of efforts to reassure the population by training in the use of gas masks etc (expect reference to the effects of rationing or the effects of bombing in the disruption of services). **(6-8)**
- Level 3:** Developed explanation supported by appropriately selected knowledge showing understanding of the different ways that the people of the Borough reacted to the changed conditions of wartime: eg, make do and cope, fear such as the evacuation of children, bravery and the exploitation by some profiteers etc. **(9-12)**
- Level 4:** Sustained argument supported by precisely selected knowledge showing interrelationship of different reactions: eg, self-sacrifice, self-interest, protection, extremes of behaviour became more common. **(13-15)**

3. *In what ways was Bexley changed as a result of the War?* (20)

**Target: (A.O. 1) Change/analysis of key features/recall of knowledge**

**Level 1:** Simple statements describing changes supported by some knowledge: eg, destruction of buildings etc. (1-5)

**Level 2:** Developed statements giving changes supported by relevant knowledge: eg, the damage and how some was not repaired and in some cases was rebuilt differently, the survival of some emergency measures such as air raid shelters, pillboxes and emergency underground hospital etc. Can comment on the effect of destruction and changed personal circumstances. (6-10)

**Level 3:** Developed explanation supported by appropriately selected knowledge showing understanding of the nature of change as a result of the war. Can give some that lasted and others that did not: eg, destruction and loss of life as opposed to the disbanding of groups such as the LDV and the ARP etc. (11-15)

**Level 4:** Sustained argument supported by precisely selected knowledge showing clear understanding of the nature and degree of change: eg, of the impact of different aspects of the war and the transitory nature of some aspects such as the wartime spirit and co-operation. (16-20)

## COURSEWORK ASSIGNMENTS MARK SCHEME

### ERITH

#### ASSIGNMENT TWO: ASSESSMENT OBJECTIVES 2 and 3

1. *Study Source A.*  
*What can you learn from this source about the Local Defence Volunteers (Home Guard) in Bexley?* (6)
- Target: (A.O.2) Comprehension of, and inference from a source**
- Level 1:** Information taken from source at face value: eg, LDVs made up of all types and gives examples. (1-3)
- Level 2:** Developed statements using information from the Source: eg, all types made up the volunteer force, some with military training. (4-6)
2. *Study Sources B, C, D, E and F.* (8)  
*Sources B and E give different accounts of the effectiveness of the efforts to defend the Borough from enemy action from sources C, D and F. Use the sources, and your own knowledge, to explain why they give different views.*
- Target: (A.O.2) Interpretation of sources, explanation of difference**
- Level 1:** Simple statements using sources as information to describe the preparations made with only limited evaluation and judgement: eg, some seem well prepared others not so well. (1-3)
- Level 2:** Developed statements making inferences from the sources supported by relevant knowledge: eg, using the nature and origin of the sources to explain different impressions such as some are official and others are people's memories. (4-6)
- Level 3:** Developed explanation using the sources as evidence supported by selected knowledge: eg, can identify the role of propaganda in sources such as F, official information in D and sources written years after the events they describe such as E. (7-8)
3. *Study Sources G, H, and I.*  
*"The Borough of Bexley was badly damaged by enemy bombing during the Second World War." Use the sources, and your own knowledge, to explain the effect of bombing on the Borough in the period 1939 - 1945.* (12)
- Target: (A.O.2) Analysis and explanation of sources in context**
- Level 1:** Simple statements using the sources as information OR some own knowledge: eg, source I shows the effect of bombing on Bexleyheath and H is a table showing the overall damage caused by bombing in the entire local area. (1-3)

- Level 2:** Developed statements making inferences from the sources supported by relevant knowledge: eg, damage was extensive and can give examples etc. (4-6)
- Level 3:** Developed explanation using the sources as evidence supported by selected knowledge: eg, disruption throughout the period, can indicate damage to shops, homes and other facilities, can make some comment on the efforts that needed to be made to protect and repair damaged property. (7-10)
- Level 4:** Sustained argument using the sources as evidence and supported by precisely selected knowledge: eg, could explain effect on different aspects of life from the destruction of property to disruption of peoples' lives. (11-12)

4. *Study Sources E, F and G.*  
*How useful are these sources in helping you understand the way people in Bexley reacted to the effects of enemy bombing?* (10)

**Target: (A.O.2) Evaluation of sources for utility**

- Level 1:** Simple statements using the sources as information: eg, people prepared to fire watch or act as ARPs etc. (1-3)
- Level 2:** Developed statements about utility drawing inferences from nature and/or content of the sources, pointing out weaknesses or setting source in context: eg, people reacted differently. Two sources are eye witness accounts written years after the war, the other produced during the war but part of a magazine article. Can speculate on possible use of propaganda. (4-6)
- Level 3:** Developed analysis of the utility of all three sources and making positive use of the nature, origin and purpose: eg, the value of personal accounts and propaganda film, but will relate answer to the overall picture needed to get a balanced account of the effect on civilians. (7-10)

5. *Study all the sources.* (14)  
*Source K is from a television series which suggests that many of the efforts made to protect and defend the country were not very effective. Use the evidence of the sources, and your own knowledge, to explain whether you agree with this view of measures taken in Bexley.*

**Target: (A.O.3) Evaluation of interpretation/ recall of knowledge**

- Level 1:** Simple statement supported by some knowledge using sources as information OR some knowledge supporting or opposing the view: eg, poor preparations of Home Guard or inappropriate equipment of Ruth Dawe or they were of use - protected people from worst effects. (1-3)
- Level 2:** Developed statements making inferences from the sources as

evidence, supported by relevant knowledge: eg, some sources such as C and D show how well organised the preparations were whereas the reverse is true in B and E, yet other information would suggest support for one view or the other. (4-6)

**Level 3:** Developed explanation giving a judgement about the view making confident use of the sources and supported by appropriately selected knowledge: eg, sources show both element of success as well as areas where efforts were less than successful or useful. (7-11)

**Level 4:** Sustained argument giving a reasoned choice using sources as evidence and supported by precisely selected knowledge, which critically evaluates the accuracy of the point of view. Uses the sources as evidence to assess the view and compare it with alternative views: eg, examines the extent of the Borough's measures and their effectiveness. (12-14)