

History
Autumn Term
Year 10
CONTEXT: Coursework on the Stalemate during the First World War
OBJECTIVES: Explain: <ol style="list-style-type: none"> 1) the <u>attempts</u> to break the Stalemate 2) <u>how</u> successful each was 3) <u>why</u> they were successful/unsuccessful 4) what <u>factors</u> helped to break the Stalemate in the end.
ASSESSMENT: Level 1 1-6 marks A simple narrative account. <ul style="list-style-type: none"> • An answer which simply describes events, tells the story, a history of the war, with little or no interpretations or analysis. • Little or no exploration of concepts of stalemate and breakthrough. Level 2 7-12 marks A more complex account. <ul style="list-style-type: none"> • An answer which not only <u>recounts</u> but also explores the idea of stalemate. • This may include an explanation of how each factor led to the stalemate but does not consider its role in breaking the stalemate. Level 3 13 -19 marks An answer which shows evidence of <u>understanding and causation</u> . <ul style="list-style-type: none"> • Also explores the idea of breaking the stalemate. • Will include at least one other factor as an explanation of attempts to break the stalemate. Level 4 20-25 marks An answer which examines a <u>multiplicity of causes</u> . <ul style="list-style-type: none"> • In addition to Level 3 this answer will show how the different factors are inter-linked. • May also discuss that some factors are more important/successful in breaking the stalemate. • For highest marks (23-25) the answer must clearly show both how factors are linked and that some are more important than others.
TASK: The First World War quickly became a <u>stalemate</u> Explain how..... <ol style="list-style-type: none"> 1. each of the following was an <u>attempt</u> to break the stalemate 2. important each was in <u>actually</u> breaking the stalemate. <ul style="list-style-type: none"> • The Western Front • The technology of warfare (e.g. new weapons) • The War at Sea