**Question: *Why was the first half of the Twentieth Century so bloody?***

*Refer to a range of areas of the Nineteenth Century Industrial Revolution, Militarism, Alliances, Imperialism, Nationalism, aspects of WW1 (1914-1918), the Russian Revolutions (1917), the rise of Dictators, aspects of WW2 (1939-1945) and the dropping of atomic bombs on Hiroshima & Nagasaki (August 1945).*

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This assessment is testing your knowledge and understanding of the increasing violent behavior of people from 1900-1950. It is also testing your ability to explain things clearly, using the evidence you have prepared. You will have 2 lessons to gather your thoughts and make a plan and then another 2 lessons to write your ideas up.

The assessment is testing 4 important Historical Concepts and Skills

1. **Historical knowledge**

TIP: Make sure you know the key ways in which military strategies & warfare changed, plus the ways people thought about these changed.

1. **Change and continuity**

TIP: Remember that Past societies are not fixed, there are changes which have occurred spanning centuries. Changes in the past can be identified by looking at DEVELOPMENTS between periods.

1. **Diversity of experience**

TIP: A variety of HISTORICAL ACTORS have very different (DIVERSE) experiences of the events in which they are involved. Understanding DIVERSITY is key to understanding history.

1. **Writing in a clear way**

TIP: Remember to write in paragraphs, have an introduction which gives the background to the period of study, and a conclusion which explains your overall opinion. Use the IDEA structure to help you structure your paragraphs.

Things to consider for this assessment

* The violence of warfare and revolutions certainly increased in the first half of the Twentieth Century, starting with new weapons in WW1 and ending with the incomparable atomic bombs dropped at the end of WW2. Try to categorise the changes – Strategies / Weapons / Governments / Attitudes to Others – to allow concise analysis.
* Whilst there was much more change than continuity, why did the ‘bloody’ warfare & revolutions reduce after 1950? Why was WW1 not ‘the war to end all wars’? Why was WW2 the last World War of the 20th Century? Are there any areas at all where some elements of continuity can be identified 1900-1950?
* Consider the complexity of society – did all nationalities and groups who participated in WW1 and WW2 have the same experiences? Which nationalities fared the ‘best’ and the ‘worst’ in the years 1900-1950? Which groups suffered the most during WW1 and WW2? Did the ‘bloody’ first half of the 20th Century set up the relatively ‘less bloody’ second half of the 20th Century?

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| **Writing history – literacy tips** | |
| **When you want to give examples:**  **For example…**  For instance…  This can be seen in…  This is shown by…  This can be proven by…  This is revealed by…  **When you want to contrast:**  However…  On the other hand…  Although…  Despite this…  On the contrary…  Instead…  Whereas…  In contrast…  **When you want to prove impact:**  This led to…  This resulted in…  As a result of…  This meant that…  **When you want to stress something:**  Above all…  In particular…  Especially…  Significantly…  Mainly…  Mostly…  Usually  More importantly…  Fundamentally…  Crucially…  ***When you need to sum up:***  In conclusion…  Finally…  On balance…  In summary…  Having considered the evidence…  Overall…  To conclude… | * One way in which Ancient Rome was a better place to live than Ancient Egypt was in …………… (Transport/medicine/entertainment) * A significant difference between the two societies was in ……… * However this was not enjoyed by all levels of society……. * Slaves/Rich/Women/children would have preferred to live in ……. because …….   **When you need to list things:**  Firstly…  Secondly…  Thirdly…  Finally…  **When you need to explain both sides of the argument:**  On the other hand…  Whereas…  However…  Alternatively…  **When you need to highlight similarities**  In the same way…  Likewise…  Similarly…  As with…  Compared with…  **When you want to add something to what you have written:**  Also…  As well as…  Moreover…  In addition…  Furthermore…  **When you need to explain why something happened:**  Therefore…  Consequently…  One consequence of this was…  This meant that…  Due to…  This caused…  **When you want to use evidence:**  **The evidence suggests…**  According to…  The evidence demonstrates…  The evidence contrasts with…  The evidence is useful because…  The evidence illustrates… |

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| Success Criteria:  ***Why was the first half of the Twentieth Century so bloody?*** *Refer to a range of areas of the Nineteenth Century Industrial Revolution, Militarism, Alliances, Imperialism, Nationalism, aspects of WW1 (1914-1918), the Russian Revolutions (1917), the rise of Dictators, aspects of WW2 (1939-1945) and the dropping of atomic bombs on Hiroshima & Nagasaki (August 1945).* | | | | |
|  | Historical knowledge | Change and Continuity | Evaluating significance | Structure |
| 7 | Detailed substantive historical knowledge is used highly effectively through measured selection and precise deployment to support judgements made about the impact of warfare and revolutions on peoples and societies. | There is clear understanding of the effects (changes) of increasingly violent methods of warfare and government in the 20th Century.  The answer will explicitly demonstrate an understanding that there were great changes but that some elements continued.  At the highest level, it may distinguish between the effects on different people and different groups in different nations across the World. | The answer will fully explain the significance of a selection of areas of change in warfare, weaponry, government and leadership. It will demonstrate an understanding that some effects were more significant than others by demonstrating the level of impact on the lives of different peoples and different groups in different nations across the World. | The argument is conveyed through coherent and meaningful paragraphs leading to an effective and well-substantiated judgement. The structure has been purposefully and deliberately planned to support the analysis and argument. The student has sought advice and has redrafted the answer based on feedback given. |
| 6 | A high level of factual historical knowledge is used to support judgements made about the impact of warfare and revolutions on peoples and societies. | There is an understanding of the effects (changes) of increasingly violent methods of warfare and government in the 20th Century.  The answer will demonstrate an understanding that there were great changes and may explain that some elements continued. | The answer will highlight the significance of a selection of areas of change in warfare, weaponry, government and leadership. It will demonstrate an understanding that some effects were more significant than others by assessing the level of impact on the lives of different peoples and different groups in different nations across the World. | The argument is conveyed through well-organized paragraphs leading to a judgement that is explained with relevant justification. There is an effective and logical structure that demonstrates effective planning and redrafting skills. |
| 5 | Historical knowledge is used effectively through selection and deployment to support judgements made about the impact of warfare and revolutions on peoples and societies. | There is an understanding of the effects (changes) of increasingly violent methods of warfare and government in the 20th Century. The answer will demonstrate an understanding that there were great changes in the way wars were conducted and that governments changed. | The answer will rank effects in order of significance across several areas of change on the lives of different peoples and different groups in different nations across the World. It will demonstrate an understanding that some effects were more significant than others but may not fully explain why this is the case. | There is a clear argument is conveyed through organized paragraphs leading to a judgement that is explained with relevant justification. There is an effective and logical structure. There is evidence of planning and has been checked for common errors. |
| 4 | Historical knowledge of changes in warfare and in revolutions is evident through the selection of a range of facts describing the changes in warfare and changes in societies after revolutions. There may be too much description in places. Effects may be listed but not analysed. | The answer offers a number of effects (changes) of increasingly violent methods of warfare and government in the 20th Century. Effects may be listed rather than explained. | The answer will discuss effects across several areas of change on the lives of different peoples and different groups in different nations across the World. It will demonstrate an implicit understanding that some effects were more significant than others but may not explain why this is the case. | The response is organized to produce a structured account, although arguments may be implicit and lack development. There may be a judgement but it may offer no real justification or explanation. Planning and redrafting could be used to greater effect. |
| 1-3 | Knowledge is used to support descriptions, although there are some inaccuracies and/or it is too generic rather than specific. There are some claims but they are undeveloped. | The answer either;  briefly describes effects of changes in warfare or effects of changes in governments only. | The answer will identify effects across some areas of change in the conduct of warfare and revolutions. There is no attempt to explain the impact or significance of these changes on the people and groups involved. | The organization shows some evidence of planning, although the answer is mostly narrative with only implicit links to the question. |