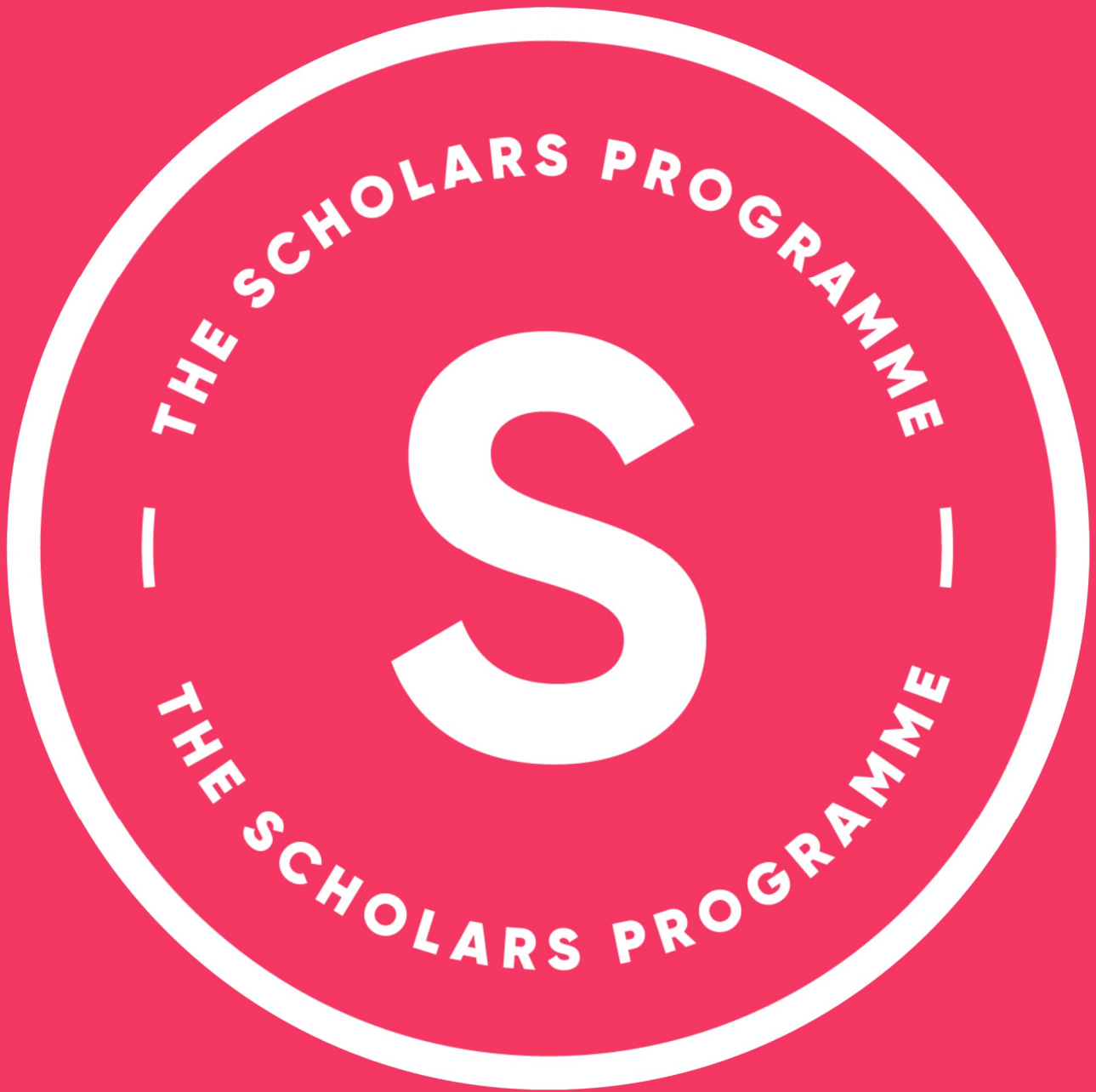


Standardisation Booklet



Key Stage 3

Arts and Humanities Programmes

Year

2024 - 2025



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Guidance for Tutors

Dear Tutors,

At The Brilliant Club, we are committed to ensuring that all students who take part in our programmes are assessed in a fair way. Because of that, it is important that we ensure that all tutors who are marking and providing feedback on students' baseline and final assignments do so in a standardised way, in accordance with our university style mark schemes.

This booklet has been designed to be used as part of our PhD tutor training – Marking and Feedback and is to be used to complete the final part of the session.

The resources included in this booklet focus on a Key Stage 3 course from a discipline within the Arts and Humanities area of study. They are real assignments from real students who took part in The Scholars Programme last year. If you would find it helpful to review the course materials associated with this course, you can find them linked in the module introduction.

Using the mark scheme provided, please follow our marking procedures, awarding the given assignments a mark out of 100 for each element of the mark scheme, Subject Knowledge, Critical Thinking and Written Communication, and then average those scores to achieve the final mark out of 100. When you have finished marking all of the assignments, please complete and submit the training module survey **which will ask you input the marks for each strand, the final mark and the grade awarded.**

Once you have entered your marks, you will find out if your marking is in line with our expectations. You will then be able to begin marking your baseline and final assignments as soon as you receive them.

I hope that you find this standardisation process a useful one,

With best wishes,



Angie Baker
Head of Teaching and Learning

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Mark Scheme Table

	Subject Knowledge	Critical Thinking	Written Communication
1 st	<p>The essay shows a broad knowledge and understanding of key ideas, working with a wide range of relevant sources.</p> <p>Knowledge is used to build and support very strong arguments.</p>	<p>Analyses key ideas, information, and arguments. Interprets meaning and makes connections.</p> <p>Recognises and uses arguments and statements and decides on their strengths and weaknesses and on how important they are.</p> <p>Brings information together to form conclusions.</p>	<p>The essay flows clearly, taking the reader on a journey from the introduction to the conclusion.</p> <p>The writing style is appropriate; key terms are used well. There are no, or very few, errors in spelling or grammar.</p> <p>Referencing is used consistently and matches the style taught in the course.</p>
2:1	<p>The essay shows an understanding of key ideas, using a range of relevant sources.</p> <p>Knowledge is used to build and support strong arguments.</p>	<p>Analyses key ideas and information.</p> <p>Recognises and uses arguments, deciding on their strengths and weaknesses.</p> <p>Shows some understanding that some arguments are more important than others.</p>	<p>The essay has a clear structure and the arguments are easy to follow. The introduction outlines the essay and the conclusion summarises the arguments.</p> <p>The writing style is appropriate; key terms are used correctly. There are few errors in spelling or grammar.</p> <p>Referencing is mostly consistent and matches the style taught in the course.</p>
2:2	<p>The essay shows an understanding of key ideas, with no major errors.</p> <p>Beginning to apply this knowledge to build and support arguments.</p>	<p>Begins to analyse ideas and information.</p> <p>Recognises and uses basic arguments and decides on their strengths and weaknesses.</p> <p>Not yet showing understanding that some arguments are more important than others.</p>	<p>The structure of the writing could be improved to better guide the reader through the arguments.</p> <p>The writing style can sometimes be informal. Occasionally key terms are not used when it would be appropriate to do so.</p> <p>There are some errors in spelling or grammar, but they do not get in the way of communicating the content.</p> <p>There is some consistency to the referencing.</p>
3 rd	<p>Starting to understand key ideas, with some errors. Not yet using this knowledge to build and support arguments.</p>	<p>Begins to analyse ideas and information.</p> <p>Describes a point of view. Not yet able to evaluate arguments.</p>	<p>The grammar, spelling, style and structure of the work need improving in order to communicate ideas to the reader.</p> <p>The essay has no or a limited introduction and conclusion. Key terms and references are not always used correctly.</p>

Candidate A:

Task:

Taken from our Key Stage 3 History course: "Back to my own country": Windrush, History and Belonging in Modern Britain.

What does the history of the Windrush generation tell us about experience of belonging in Britain?
(1500 words)

Candidate A's Response

The Windrush generation was a group of people who decided to leave the Caribbean to come to Britain for one reason or another: they arrived on the 21st of June 1948. They may have travelled due to finance, fame, better quality of life or just family.

I think that to belong in the context of the Windrush generation meant that they were finally connecting and experiencing being with/in the "mother country" that many called it. Many came because of the many notions that were generalised of England such as the cities, greatness and fame. The Windrush scandal was an event that occurred between the Windrush generation's establishment in England. Essentially, when the Windrush generation came to England they settled in England in thought they had the right to be here. In turn, rules were placed to where people had to documentation to stay in the country. Evidently, the Windrush in thought they had freedom lacked the correct documentation to show they had right to stay in this country. Now later descendants also had problems. For instance some children were brought without the correct documentation and now as they get older they aren't allowed to stay because of the lack of documentation they didn't have when they arrived. Note this scandal didn't affect everyone from the Windrush generation.

Now I think that due to the history of the Windrush generation "belonging" seemed quite difficult and impossible in the perspective of some at the time due to the many issues such as race, work, jobs, etc. In addition, many were taught teachings of England culture rather than their own culture further changing their original perspective that they would of had if those be

What was the Windrush generation's relationship with Britain before their arrival?

Before the arrival the Windrush. The British Empire established colonies in the Caribbean, also known as the West Indies, in the 17th century slave traders brought enslaved people from Africa to the Caribbean to work on plantations throughout the 17th and 18th century. The slave trade was legally abolished in 1807, and slavery was abolished in 1834 in the British Empire. However, full freedom was only granted to former slaves throughout the Caribbean in 1838, as they were forced to work without pay under the "apprenticeship" system.

As part of the British Empire, people from the Caribbean provided significant support to the United Kingdom, including fighting for Britain in WW1 and WW2. British was referred to as the 'mother country' and people throughout the British Empire were taught about British history and culture. After WW2, the British Empire transformed into the Commonwealth as British colonies began to seek independence but remained connected to each other.

This historical showcase of the history of the two countries or groups even portrays the long running connection they've had between each other and it makes sense that some people may of called this the Mother country as indeed, England was the major country in their conquer.

Furthermore, from source 1 we have an insight on what occurred to Floella. School in Trinidad was formal but rewarding, the teachers were strict , no one ever answered them back and lateness was not tolerated. We would line up in the playground each day and sing "God Save the Queen" and "Land of Hope and Glory" because we were told we were British and part of the Motherland. From this section alone we can instantly see the darkness already starting to emerge. To begin with they , the students, were basically forced without will ideally , to sing English centred songs already embedding them with English culture, and from this source we can basically infer that they themselves didn't sing any other culture including their genuine ones and furthermore they were even told their British. The school seemed to not tolerate other cultures for some odd reason as if they're trying to transform the children of the school to English forgetting about their actual relationship with their own genuine culture. And later on we learn that they were taught British history and literature but nothing of their own further reinforcing my earlier ideas. This whole idea intensifies the earlier connection and history the countries had but in a bad atmosphere as they are still almost controlling and taking over the children's minds to English sense.

What was life like for the Windrush generation?

Life for the the Windrush generation was tough equally. But thankfully there are many great sources many great sources painting a great life and jobs and facing a minimal amount of racial hate. Now personally im sure that some found great riches and happiness in their venture especially those who had nothing else at their home country. And alternatively, those who had something at their home country had to sacrifice something and gamble their luck in England.

Now many people have had different experiences. For instance the interview with Clinton Edwards shed some light on this point as he said that he previously worked in the RAF for the war in England and decided to come back, the first job he got was as a welder and after his Arms got sore he left the job and decided to once again enlist in the RAF. After Altering while he got job with British Oxygen company as a laboratory technician doing various things. He said "My life in England has been good" he enjoys his work and his friends treat him nicely. This person's story was extremely positive and showcases the life possible if everything turns out greatly.

This person's source shows that he belonged greatly even being able to have good friends and being able to do what seems like a decently tiered job. But in contrast, some people didn't have a great time. For instance in source 5, in their home country his family was greatly rich even growing up in large houses and owning servants. The dad was an accounting clerk and the mom was a teacher. Unfortunately, this wouldn't run into Britain as they had a period of being homeless and then living in half-way housing where the dad was not allowed to stay with his wife and his three children. Eventually they were housed in the council flat in High bury where the person was born and grew up. The dad didn't have trouble finding work as he was employed in by the Post Office. But the mom was not allowed to use her Jamaican teaching qualification to teach in England. She needed to re-train. So she took in sewing throughout the person's childhood. But she still nursed her dream of becoming a teacher again.

In England the fabled Mother Country that they had leaned so much about at school in Jamaica. My parents were poor and working class. This section alone showcases the intense dread that comes with unfortunate scenarios when coming to Britain. And this source came to England for more money and advancement but instead were brought with way less money possessions. It also seems like having

more people from Caribbean routes to England is brought with sadness as the first source about positivity was someone who came alone and did his own thing solo but this source about negatively included a lot of people in a family to come.

In conclusion here, for some life in England was extremely bright especially if that person was set alone apart from anyone and focused on doing their own thing and goals and completing them. Whilst, for others they may have been brought down due to coming to England as we saw in the just recent source from good wealth to homelessness at one point. Some may have been brought with friendliness but I'd suppose it depends on the area, luck and timing

Conclusion

In summary I believe that the Windrush generation was a complete different perspective due to the scenarios and circumstances of different people and I wholeheartedly believe that many people will have different opinions because of those circumstances. For instance the Windrush's relationship to England before their arrival with some people being ground taught English culture and thoughts being implanted in them shows the brainwash that's commencing. In addition the the positiveness that the country brought for some even avoiding some racial hate and making good friends that treat him nicely and the ability to get a decently tiered job and the dislike that it brought for others even managing to bring forth homelessness and a fall from wealth. But, to answer the question, the experiences about the Windrush generation's universally tell us that belonging to Britain didn't really work out at the start perhaps but maybe over time people were more open to them, the source in which it says "Jobs to get you started" targeted for the Windrush shows this. Furthermore, although in the sources there are some good experiences its good to take into account the scale of the events with the arrival bringing 1,027 people on board. With this heavy number at the time, it's evident that most Windrush people wouldn't of had an experience such as Clinton Edwards, in fact I'd like to personally think maybe 10-20% would've had a good experience with only amounts to about 214-107 people. In addition the Windrush scandal would've broken people even more for those who were affected and this could've been anyone weather they had a good experience or not. Now the reason I say that overtime it worked out was because now in Britain all cultures and religions, etc live within each others reaches in England in the present time.

Candidate B:

Task:

Taken from our Key Stage 3 History course: "Back to my own country": Windrush, History and Belonging in Modern Britain.

What does the history of the Windrush generation tell us about experience of belonging in Britain?
(1500 words)

Candidate B's Response

The Windrush generation were a group of British citizens who lived in the Caribbean (such as Jamaica, Trinidad and more) until they arrived in Britain on the Empire Windrush. The first set of Windrush citizens to arrive in Britain was on the 22nd of June 1948 and after this more ships began transporting people from the Caribbean to Britain and by 1961 around 172,000 people who had been born in the Caribbean were living in Britain, these making up the Windrush generation. Lots of reasons drove these people to move to the UK but the most important reasons were due to opportunities for work, better living conditions, believing it was 'The land of Hope and Glory' as well as some of these people had served the country in World War 2. In my opinion for these people to belong in Britain, they would have had to be cared and respected by society as well as be able to live a successful life without the difficulty of prejudice and discrimination. Though, not so long ago the Windrush scandal took place, a scandal that involved the Windrush generation having to prove their allowed arrival and how they were legal 'migrants', mainly due to the home secretary at the time, Theresa May, which was difficult as the only documents that recorded their arrival were destroyed. This resulted in many Windrush citizens being deported, detained and denied legal rights when they had done no wrong, meaning many families were torn apart and that these peoples' lives would be impacted for the rest of eternity. Overall, I believe the experiences of the Windrush generation portray the difficulty of feeling belonging in Britain if you different from the generic British public and how you must work extremely hard just to be able to gain the same respect as people born originally born in the UK.

To begin, before the arrival of the Empire Windrush I feel like the relationship the Windrush generation had with Britain was very significant but could also be viewed as quite toxic and exploitive. An extract from 'Floella Benjamin on Coming to England' suggests the importance of a British identity and citizenship to the Caribbean population, especially among children. When Floella Benjamin was in school in the Caribbean they were made to sing 'God Save the Queen' and 'Land of Hope and Glory', as well as heavily taught British history and literature. This according to Benjamin gave them a significant feeling of pride and belonging at the time, but sadly she also described it as being brainwashed to believe that they were valued. This is because they were never taught their African heritage or the inhumane treatment their ancestors suffered as slaves¹. From this, we can infer that the Windrush generations view of Britain before they arrived was quite positive and they felt immense pride being a British citizen, as a Windrush citizen, Shiva Naipaul, describes England as 'an area of fantasy'². However, we could also view this as the Windrush generation being exploited into loving their British heritage by not teaching them about their African heritage or about the enslavement the generations before them experienced. Another source can also provide on insight on how the British public viewed the Windrush generation before they arrived. In a pamphlet that was intended as a guide for White British people on how to interact with the Windrush citizens, it seems that the authors believed that

¹ Extract from 'Floella Benjamin on Coming to England', <https://www.bl.uk/windrush/articles/floella-benjamin-on-coming-to-england>

² Extract from 'Typescript by Shiva Naipaul on the ritual of 'going away' and his earliest impressions of England', <https://www.bl.uk/collection-items/typescript-by-shiv-naipaul-on-the-ritual-of-going-away-and-his-earliest-impressions-of-england>

many people had discriminatory views of people from the Caribbean. This pamphlet develops the idea that the White British population viewed the Caribbean migrants as lazy and not just coming for work and that they were not actual British citizens, as the government thinks that the public believe a 'West Indian is lazy because he only has to scratch the soil and put in a few seeds and nature does the rest'³. This reveals that the majority of the British public had prejudice thoughts about the Windrush generation prior to their arrival and that they believed they would not be useful in the country. Furthermore, the way life was like for many Windrush citizens in Britain can further solidify the lack of a welcoming atmosphere for these people. Extracts from the historian Rick Blackman describe the difficulty migrants faced when looking for work or housing. He describes that jobs Windrush citizens were offered were unskilled and many were overqualified for these, and these people were paid less and welcomed less than their white co-workers. He even described that the inhumane treatment of black people in the slave system during the past has 'permeated into every corner of British society'. He also explains how slum housing with very high rent was often the only option for these people, and how a man named Peter Rachman evicted white tenants from their homes to install recent migrants who had no other choice to accept the offer. This tactic further convinced the white community that now their jobs and housing was being taken away due to the Windrush population⁴. This emphasises the struggled of migrants coming to Britain and how the fight to belong in the nation was an extremely gruesome battle. Though even children and families were affected significantly, Vince Reid describes how when he went to school as a thirteen-year-old after arriving in England he had no friends for several years and that he experienced real hostility at a young age⁵. Andrea Levy describes how before she arrived in Britain their family were working class in Jamaica but now in the UK her parents were poor and working class, as well as how desperate her mum was to fit in and not draw attention, to the extent that her mum pressured her dad to drop his Jamaican accent⁶. From this, it is evident that every type of Windrush citizen experienced severe prejudice and how lots of people had to resort to the extremes just to live a regular life and to feel belonging.

In addition, more recent events such as the Windrush scandal gives us the true beliefs of the government on the Windrush generation. David Lammy, MP for Tottenham, responded to the governments actions by saying that the Windrush citizens were being disqualified as being British and losing their identity, and that they are losing their basic rights as landlords and social workers become 'border guards', denying the peoples access to basic services and benefits, ones which the Windrush generation helped to develop after WWII. He even describes it as having the effect of dehumanising and victimising British citizens⁷. It even had a significant impact on a personal level, as Judy Griffith in an interview describes her experience, and the difficulties that came with it, she describes how she feels she has been made redundant, and that the idea of being told you were an illegal immigrant was an impossibility due to the many years she has lived there. She talks about her sense of loss and how even when she got her certificate proving her citizenship, it told her she was citizen from the 12th of July 2018, ignoring the many other decades she has resided in the country. It got so serious she felt that the government were telling people to 'go and die somewhere in a corner' due to losing access to work, the NHS and more⁸. Overall, people seriously felt neglected and ignored, that the government did not want them to belong in the country and they were only doing this for their own benefit. It is

³ Published by the British Council of Churches and the Consultative Committee in Overseas Coloured Workers in Britain, *Your neighbours from the WEST INDIES* (1955), <https://www.bl.uk/collection-items/your-neighbours-from-the-west-indies-pamphlet>

⁴ Rick Blackman, 'The Stars Campaign for Interracial Friendship and the Notting Hill riots of 1958', in Trevor Harris (ed.), *Windrush* (1948) and *Rivers of Blood* (1968): Legacy and Assessment (Routledge, 2019).

⁵ Interview with Vince Reid, BBC, http://www.bbc.co.uk/history/british/modern/arrival_01.shtml

⁶ Extract from *Back to My Own Country*, by Andrea Levy, <https://www.bl.uk/windrush/articles/back-to-my-own-country-an-essay-by-andrea-levy>

⁷ Extract from *Perspectives on the Windrush generation scandal: A response from David Lammy, MP for Tottenham*, <https://www.bl.uk/windrush/articles/perspectives-on-the-windrush-generation-scandal-a-response-from-david-lammy>

⁸ Extracts from *Perspectives on the Windrush generation scandal: An interview with Judy Griffith*, <https://www.bl.uk/windrush/articles/perspectives-on-the-windrush-generation-scandal-an-interview-with-judy-griffith>

even more sad that the post-war workers of the Windrush generation made a huge contribution to the British economy and economic growth across decades of continuous employment, as described by Linda McDowell. This makes the situation even worse, as even when these people made a huge contribution in reviving the nation, the government still feels they do not belong in the country.

In conclusion, I feel like the experience of the Windrush generation tells us that belonging in Britain is near impossible and that migrants that try and find a better life for themselves in the country will almost definitely face prejudice and discrimination. Even though some people may say that some Windrush citizens life improved after moving to the UK and that they were actually able to find work, however we cannot deny the immense discrimination of Windrush workers and the lack of equality with British White workers, but also toilsome task of settling in the country and finding a permanent residence. The disappointment the Windrush citizens would have felt realising England is not a fantasy and the immense neglect they would have felt from the Windrush scandal reinforce this argument that the little positives the Windrush generation experiences are massively outweighed by the abundance of negative ones.

Candidate C:

Task:

Taken from our Key Stage 3 History course: "Back to my own country": Windrush, History and Belonging in Modern Britain.

What does the history of the Windrush generation tell us about experience of belonging in Britain?
(1500 words)

Candidate C's Response

The windrush was a ship that arrived in Tilbury Dock, Essex on June 22nd 1948. Onboard were 1027 people. The people on that ship came from places like Bermuda, Trinidad, Jamaica and lots more Caribbean countries. Majority of the people coming over to Britain had never been before so this made them feel a sense of excitement and hoping to feel a sense of belonging which means, making sure you feel welcome and comfortable in an area. Belonging can also suggest being yourself and not having to change your appearance or behaviour to fit in. Now, as people were starting to arrive into Britain, I would assume they were hoping for a new beginning, however their expectations were not met upon arrival. They experienced an act of discrimination up until around 2009 when the Windrush scandal started which was when the home office destroyed all legal records of all people from the windrush generation so they couldn't prove they were in Britain legally. This would have made people feel unwelcome and made them think that they weren't fitting in or feeling as they do not belong. In my opinion, I feel like the history of the windrush could imply the arrival of a period of migration that would eventually lead to tons of commonwealth citizens settle into Britain during 1948 and 1971. Which would then have a massive impact in the future and for the next generations. However I do also think that maybe they didn't necessarily feel unwelcomed but more likely to feel confused as it switched up very fast (going from welcoming to not being a legal citizen in Britain due to the sudden changes to the home office).

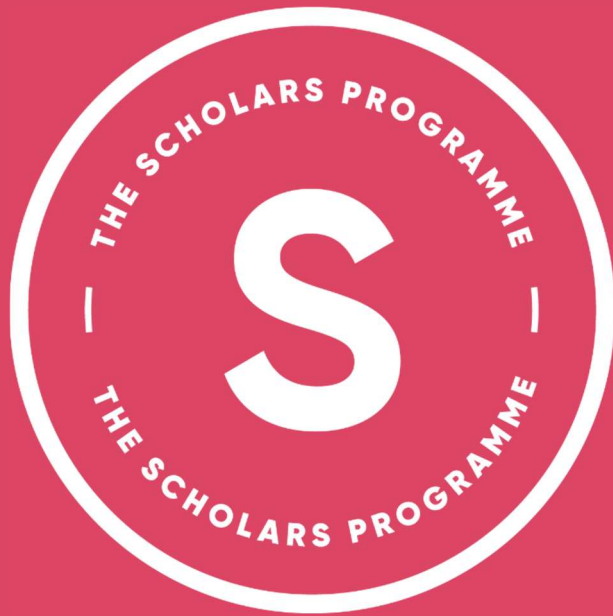
The Windrush's arrival has become a highlight of the generation of commonwealth Citizens who came to Britain between 1948-1971. The Windrush was a name of a boat that was later used to transport people, country to country. People may think it was down to race that only people from Caribbean countries were having to be deported, however, there is nothing to prove that so we will never really know. The Empire Windrush was built in Germany and launched in Hamburg, on December 13th 1930. An interesting fact is that the ship wasn't originally called Empire Windrush it was originally called Mv Monte Rosa. It was also made to be a cruise ship for travelling. The Windrush began because Britain wanted to give people from colonies the right to work and live in Britain, since getting jobs in those Caribbean countries were hard to get and not very good paying which was a very key factor to living a stable life, another reason they were excited to move to Britain.

The relationship between Britain and the windrush generation was promising at first before they arrived as they were told this was to new and better beginnings however their relationship started to become unstable because suddenly the windrush scandal occurred, where the home office destroyed which then meant all legal documents to prove they were living in England legally were ruined for good. I also think the relationship between the two were unfair this was because in source 1 coming to England- Floella Benjamin stated that they were manipulated and brainwashed into thinking they were truly valued. This was important to their identity as it would've made them feel like an illegal migrant due to the lack of documentation to prove them legally living in Britain. This can be linked back to source 1- Floella Benjamin as it still implies mistreatment towards people. We also need to consider the deceiving

nature of the people telling the other people to come and live in Britain. This includes misleading, by saying the complete opposite of the reality. We should also think there was no going back so how would they really feel? When they come here and everything is nice for the first day or two and then everything switches and there was no going back now they'd arrived. When arriving into Britain the only options available to the new arrivals were slum houses, multiple testimonies of black people repeat the tale of arriving at a property that was confirmed to be available however this was then informed that it had been let when the colour of their skin showed. Although they were still living in a habitable conditions, but the living environment of white working class families were a little bit better. This information came from Source 4-Rick Blackman

I believe that the Windrush generation genuinely felt welcomed and like they belonged upon arrival, however I would very much assume that after the home office destroyed it was like they didn't exist almost so this would probably make them feel unwelcomed. When the scandal came to light in, April 2018, of course there were multiple allegations and questions although this did result in the Home Secretary, Amber Rudd resigned and the appointment of Sajid Javid as her successor. This affected them because it was also believed that many people that were apart of the Windrush Generation were wrongly held and deported all the way back to the Caribbean. When arrived in Britain, no matter what type of employment they were promised, majority of the jobs that were offered were unskilled and quite straightforward. The people usually taken on these jobs were young men and women who were employed into jobs that they were overqualified for. This information is proven in source 3- Rick Blackman, 'The stars campaign for interracial friendship and the Notting Hill riots of 1958', in Trevor Harris (ed.), *Windrush (1948) and Rivers of blood (1968): Legacy and Assessment* (Routledge, 2019). Another source to expand on our knowledge about April 2018 was a source from Judy Griffith published July 2018. Source 4-Am interview with Judy Griffith. In July 2018 the British Library interviewed Judy Griffith, who came to Britain as a child in 1963 from Barbados. She is one of many of the Windrush generation who has had their status as British citizens questioned, despite having indefinite leave to remain as a commonwealth citizen.

In conclusion I can say, the Windrush legacy continues to be felt in the Caribbean and Britain. Descendants of the Windrush migrants continue to live in Britain contributing to British society and culture but increasingly find their sense of citizenship and identity. Meanwhile in the Caribbean although there are people who came to Britain as part of this migration, have now returned home and started to bring much more valuable investment and knowledge, a lot more than was credited before. However are still not at "home" with themselves. The full impact of the Windrush still continues to be a rich discussion on post-colonial identities which cannot be denied.



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