

WOMEN AND THE SPANISH CIVIL WAR

A four-lesson unit aimed at Year 9 students in Key Stage 3

This unit complements the teaching resource on the international-brigades.org.uk website titled 'Why did so many people volunteer to fight in the Spanish Civil War?'

HISTORICAL ENQUIRY MARK SCHEME

Q1	Mastering	Able to clearly identify that women took up arms to defend Spanish cities. Offers historical context, e.g. a military uprising; government armed the people, no one tried to stop women from joining the militias in the early days of the civil war etc.
	Secure	Repeats information in source and gives historical context with valid and well-argued reasons.
	Developing	Repeats information in source and gives historical context, although some reasons are better argued than others.
	Emerging	Only the source information is repeated.
Q2	Mastering	Answers will clearly demonstrate that Felicia Browne was highly political, giving the example of her joining the Communist Party. Possibly draws out the relevance of mentioning her contemporaries. Also shows how she had first-hand experience of the dangers of fascism and Nazism. Browne's dislike of privilege is evidenced. Penny Phelps by her own admission was not interested in politics but drawn to the conflict by the need to be doing something to help.
	Secure	Answers demonstrate that Felicia Browne interested in politics. Some aspects are better explained than others, e.g. may mention she joined the Communist Party and had first-hand experience of the dangers of fascism and Nazism. May contrast with Penny Phelps, who was not interested in politics but wanted to do something to help.
	Developing	Identifies relevant text in the source, although not clear of its significance. May also include superfluous material to the question e.g. her death or interest in sculpture.
	Emerging	Shows little awareness of the meaning of the question. Copies random sections of the text. May pick up some credit for Penny Phelps's motivation to volunteer.

Q3	Mastering	Demonstrates that Leah Manning was a credible witness in explaining the importance of Isabel Brown's contribution to the Spanish Republican cause in the civil war. Identifies the significance of the National Joint Committee for Spanish Relief and Brown's role within it. Offers details of Brown's achievements, particularly as an organiser and fund-raiser. Student recognises the source could be biased in view of the similarity of political views. Concludes the source is useful in learning about Isabel Brown with reservations.
	Secure	Demonstrates that Leah Manning was a credible witness in explaining the importance of Isabel Brown's contribution to the Spanish Republican cause in the civil war. Offers details of Brown's work as an organiser and fund-raiser and that by implication she was a significant person in the Aid Spain campaign. Some aspects are better dealt with than others. Concludes the source is useful in learning about Isabel Brown and that she was a person of significance.
	Developing	Explains the activities of Isabel Brown in some detail but is less convincing about the utility of the source or the significance of her role.
	Emerging	Various sections of text are copied but not set within any historical context.
Q4	Mastering	Student makes a clear connection between women raising funds for the Spanish Republic and the success of acquiring the vehicle. Good explanation of how the fund-raising may have taken place, e.g. street corner collections, factory collections, calling a special meeting to discuss Spain. Students learn from the source that the vehicle is an ambulance and suggest that it was vitally important for the war effort. Answer may be developed by explaining what 'fully-equipped' means in the context of war. May speculate as to how the ambulance might be delivered to Spain – driven directly or sent by ship. Student comments on the political nature of those in the photo. Possibly communists and certainly on the Left because of the clenched fist salute.
	Secure	Student makes a clear connection between women raising funds for the Spanish Republic and the success of acquiring the vehicle. Brief explanation of how fund-raising may have been organised. Student learns from the source that the vehicle is an ambulance and suggests that it was vitally important for the war effort. Student comments on the clenched fist salute and notes that it is showing solidarity or friendship with those in Spain.

	Developing	Student interprets the source literally, noting that people appear pleased to have raised money for an ambulance for Spain. One or two comments about either how the money was raised or why it was important to send an ambulance.
	Emerging	Literal interpretation of source.
Q5	Mastery	The student will show a full understanding of the two sources and the context in which the photos were taken, with women leading the campaign to bring Basque child refugees to Britain. Source F demonstrates the reluctance of the British government to allow the children to enter Britain, but it was persuaded to do so by campaigners. Source G supports the previous source in regard to the numbers on the ship. The ship's deck in Source G appears crowded, supporting the claim that 4,000 refugees were allowed to come to Britain. The sources are therefore reliable and complement each other. However, the sources are limited in that they raise further unanswered questions about the fate of the child refugees and what happened to them upon arrival.
	Secure	The student will show a good understanding of the two sources and the context in which the photos were taken, i.e. the campaign led by women to bring Basque child refugees to Britain. Source F demonstrates the reluctance of the British government to allow the children to enter Britain, but it was persuaded to do so by campaigners. Source G supports the previous source in regard to the numbers on the ship. The ship's deck in Source G appears crowded, supporting the claim that 4,000 refugees were allowed to come to Britain. The sources are therefore reliable and complement each other.
	Developing	Student makes the connection between the desire to bring child refugees to Britain in Source F and the ship in Source G, with many children on the deck. There is some mention of the reliability of the sources, but the interrogation of the sources is incomplete.
	Emerging	Student repeats information provided in the sources without any historical context.