



Independent Schools
Examinations Board

COMMON ENTRANCE EXAMINATION AT 13+

HISTORY

MARK SCHEME

This is a suggested, not a prescriptive, mark scheme.

Monday 25 January 2010

MEDIEVAL REALMS: BRITAIN 1066–1485

EVIDENCE QUESTIONS

Q.	Answer	Mark	Additional Guidance
A1.	Target Comprehension of source	2	
	Level 1 incomplete or imprecise answer	1	e.g. the one with the lance
	Level 2 answer which gives a fuller description or explanation	2	e.g. clearly states he is the one who is not unhorsed/refers to his coat of arms/his heroic presentation compared with Saladin's
A2.	Target Comprehension of source	3	
	Level 1 incomplete or imprecise answer	1	e.g. not as royal
	Level 2 answer which shows developed understanding	2–3	e.g. clearly mentions that Richard is less grand as a king, but better known for his fighting courage pupils who quote appropriately within their explanation should receive full marks
A3.	Target Corroboration by cross-referencing sources	7	
	Level 1 simple statement which makes a basic comment on a source	1	e.g. Source B because it says good things about them both
	Level 2 answer which is more developed, connecting Source C to another source, using a substantiated argument	2–4	e.g. Source C shows that each side had respect for the other's leader, and the Muslim writer of Source B praises Richard for his bravery
	Level 3 answer which clearly compares all three sources, using a substantiated argument	5–7	e.g. an answer which correctly identifies Source B as the most similar in its view should receive full credit

Q.	Answer	Mark	Additional Guidance
A4.	Target Evaluation of sources for utility/consideration of provenance	8	
	<p>Level 1 simple statement which makes a basic comment on a source with little or no substantiation</p> <p>Level 2 some recognition that different sources can be useful for different purposes</p> <p>for lower reaches of this band, answer consists of generalised comments, such as 'it depends on what you want to know' or 'all sources are useful in one way or another'</p> <p>top of the band answer will evaluate content and provenance of more than one source</p> <p>Level 3 answer which shows developed analysis of all three sources and appreciation that they all contribute to our understanding</p>	<p>1–3</p> <p>4–7</p> <p>8</p>	<p>e.g. an answer which sees how Source A is limited in its view of Richard by its purpose, while Source B's praise of Richard's skill is more likely to be accurate, since the writer had little reason to flatter him, may be awarded up to the top of level 2</p>
Total		20	

THE MAKING OF THE UNITED KINGDOM: 1485–1750

EVIDENCE QUESTIONS

Q.	Answer	Mark	Additional Guidance
C1.	Target Comprehension of source	2	
	Level 1 incomplete or imprecise answer	1	e.g. the Jacobites went a long way
	Level 2 answer which gives a fuller description or explanation	2	e.g. indicates relative closeness to London/ long distance from the Highlands
C2.	Target Comprehension of source	3	
	Level 1 incomplete or imprecise answer	1	e.g. shows worries over lack of troops
	Level 2 answer which shows developed understanding	2–3	e.g. Pelham wanted English and Dutch troops back in England; Pelham saw growing strength of rebels, possibly as a result of alleged lack of willingness of English to risk lives and money
C3.	Target Corroboration by cross-referencing sources	7	
	Level 1 simple statement which makes a basic comment on a source	1	e.g. Source C shows the progress of the Jacobites down the island <i>or</i> shows the end point of their advance (Derby)
	Level 2 answer which is more developed, connecting Source C to another source, using a substantiated argument	2–4	e.g. sees that Source C describes both the Jacobite success and progress and that this agrees with evidence of Source A and/or Source B <i>or</i> shows that Source C describes more fully the limit of the Jacobite advance, which can be seen in Source A

Q.	Answer	Mark	Additional Guidance
C3. contd.	Level 3 answer which clearly compares all three sources, using a substantiated argument	5–7	compares Source C comprehensively with both Source A and Source B, showing linkage where appropriate
C4.	Target Evaluation of sources for utility/consideration of provenance	8	
	<p>Level 1 simple statement which makes basic comment on a source with little or no substantiation</p> <p>Level 2 some recognition that different sources can be useful for different purposes</p> <p>for lower reaches of this band, answer consists of generalised comments, such as ‘it depends on what you want to know’ or ‘all sources are useful in one way or another’</p> <p>top of the band answer will evaluate content and provenance of more than one source</p> <p>Level 3 answer which shows developed analysis of all three sources and appreciation that they all contribute to our understanding</p>	<p>1–3</p> <p>4–7</p> <p>8</p>	<p>e.g. all sources help to build up a picture of events surrounding the advance, slowing and reverse of the Jacobite threat, though a ranking order may be established</p>
Total		20	

BRITAIN 1750–CIRCA 1900

EVIDENCE QUESTIONS

Q.	Answer	Mark	Additional Guidance
E1.	Target Comprehension of source	2	
	Level 1 incomplete or imprecise answer	1	e.g. the Indians
	Level 2 answer which gives a fuller description or explanation	2	e.g. butchers after the sepoys refused
E2.	Target Comprehension of source	3	
	Level 1 incomplete or imprecise answer	1	e.g. it was hard to see
	Level 2 answer which shows developed understanding	2–3	candidates who quote appropriately within their explanation should receive full marks
E3.	Target Corroboration by cross-referencing sources	7	
	Level 1 simple statement which makes a basic comment on a source	1	e.g. the British were angry
	Level 2 answer which is more developed, connecting Source C to another source, using a substantiated argument	2–4	e.g. Source B talks about vengeance and Source C shows the British lion attacking the tiger which has killed a child and a woman
	Level 3 answer which clearly compares all three sources, using a substantiated argument	5–7	e.g. Source C supports Source B about the call for vengeance and Source A about the death of British women and children

Q.	Answer	Mark	Additional Guidance
E4.	Target Evaluation of sources for utility/consideration of provenance	8	
	<p>Level 1 simple statement which makes a basic comment on a source, with little or no substantiation</p> <p>Level 2 some recognition that different sources can be useful for different purposes</p> <p>for lower reaches of this band, answer consists of generalised comments, such as 'it depends on what you want to know' or 'all sources are useful in one way or another'</p> <p>top of the band answer will evaluate content and provenance of more than one source</p> <p>Level 3 answer which shows developed analysis of all three sources and appreciation that they all contribute to our understanding</p>	<p>1–3</p> <p>4–7</p> <p>8</p>	<p>e.g. Source C shows the British lion</p> <p>e.g. Source A is a modern account, so is not an eyewitness account, but will probably be more balanced</p> <p>e.g. each source helps explain something about the Cawnpore massacre</p>
Total		20	

ESSAY QUESTIONS: GENERIC MARK SCHEME

SELECTIVE DESCRIPTION <i>e.g. Describe . . .</i> (20)		
Mark	Target	Causation/recall of knowledge
1–8	Level 1	Simple statements offering some features/ideas supported by some knowledge; embryonic, inaccurate or irrelevant knowledge; lacking real coherence and structure.
9–15	Level 2	More developed statements giving features supported by more relevant knowledge; thinly substantiated passages; uncertain overall structure.
16–20	Level 3	Developed selection of features with sound substantiation and better structure; good range of features; for top of level, answer will show clear linkage and relevant importance of features.
EVALUATION / ANALYSIS <i>e.g. Explain . . .</i> (10)		
Mark	Target	Evaluation of factors against one another/definitions of success and failure/contextual assessment
1–4	Level 1	Simple statement offering basic and largely unfocused opinion.
5–8	Level 2	More developed analysis with some coherent judgement; some substantiation of assertions.
9–10	Level 3	Precisely selected knowledge in a clear framework of argument; strong and developed analysis/assessment with cogent judgements; strong substantiation of assertions.