



Independent Schools
Examinations Board

COMMON ENTRANCE EXAMINATION AT 13+

HISTORY

MARK SCHEME

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

Practice Paper 2009–2010

MEDIEVAL REALMS: BRITAIN 1066–1500

EVIDENCE QUESTIONS

| Q. | Answer | Mark | Additional Guidance |
|-----|--|------------|---|
| A1. | Target Comprehension of source | 2 | |
| | Level 1 incomplete or imprecise answer | 1 | e.g. they are hoping God will change his mind |
| | Level 2 answer which gives a fuller description or explanation | 2 | e.g. clearly states that they are praying |
| A2. | Target Comprehension of source | 3 | |
| | Level 1 incomplete or imprecise answer | 1 | e.g. because of the planets |
| | Level 2 answer which shows developed understanding | 2–3 | e.g. clearly mentions the influence of the planets and the role of poisonous vapours 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. it shows that the planets were important |
| | Level 2 answer which is more developed, connecting Source C to another source, using a substantiated argument | 2–4 | e.g. Source C refers to the role of the planets as Source B does, though Source B offers more detail of that role |
| | 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 C offers accurate reporting, based on historical research, of the opinions of physicians in Source B may be awarded up to the top of level 2</p> <p>recognises how each source helps to explain the views held by educated people at that time</p> |
| Total | | 20 | |

THE MAKING OF THE UNITED KINGDOM: 1500–1750

EVIDENCE QUESTIONS

| Q. | Answer | Mark | Additional Guidance |
|-----|--|------------|--|
| C1. | Target Comprehension of source | 2 | |
| | Level 1 incomplete or imprecise answer | 1 | e.g. England was a mess |
| | Level 2 answer which gives a fuller description or explanation | 2 | e.g. points to dead bodies and/or fleeing king |
| C2. | Target Comprehension of source | 3 | |
| | Level 1 incomplete or precise answer | 1 | e.g. no |
| | Level 2 answer which shows developed understanding | 2–3 | e.g. James felt a king was only accountable to God and himself |
| C3. | Target Corroboration by cross-referencing sources | 7 | |
| | Level 1 simple statement which makes a basic comment on a source | 1 | |
| | 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 shows the character and methods of James, and that this agrees with Source B concerning the divine right of kings and the refusal to share power <i>or</i> shows that Source C demonstrates the consequence of problems between James and his people as depicted in Source A |
| | Level 3 answer which clearly compares all three sources, using a substantiated argument | 5–7 | |

| Q. | Answer | Mark | Additional Guidance |
|--------------|---|---|---|
| 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 breakdown in relations between king and people, helping to trigger James' downfall</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. they were Welsh |
| | Level 2 answer which gives a fuller description or explanation | 2 | e.g. they were coal miners and iron workers |
| E2. | Target Comprehension of source | 3 | |
| | Level 1 incomplete or imprecise answer | 1 | e.g. the Chartists |
| | 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. people are shooting |
| | Level 2 answer which is more developed, connecting Source C to another source, using a substantiated argument | 2–4 | e.g. in Source C the Chartists are firing and there are men outside the hotel, which agrees with Source B |
| | Level 3 answer which clearly compares all three sources, using a substantiated argument | 5–7 | e.g. Source C supports Source A concerning who fired but not Source B since there are no soldiers an answer might also point out that no Chartist seems to have fallen |

| 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 constables being fired on</p> <p>e.g. Source A is a modern account, so the historian could not have seen the event</p> |
| Total | | 20 | |

ESSAY QUESTIONS: GENERIC MARK SCHEME

| SELECTIVE DESCRIPTION <i>e.g. Describe the key features of . . .</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 why . . .</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. |