Independent Schools Examinations Board

COMMON ENTRANCE EXAMINATION AT 13+

HISTORY

MARK SCHEME

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

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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. 'Smithfield' was a 'hellish sight'
	Level 2 answer which gives a fuller description or explanation	**2**	e.g. an answer which clearly shows that there were too many bodies for the rakers to deal with other than by stacking them
A2.	**Target Comprehension of source**	**3**	
	Level 1 incomplete or imprecise answer	**1**	e.g. people resented the way the dead were buried
	Level 2 answer which shows developed understanding	**2–3**	e.g. answer which mentions the practical need to bury bodies quickly and the fear of infected gases
A3.	**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 lots of people being buried
	Level 2 answer which is more developed, connecting Source C to another source, using a substantiated argument	**2–4**	e.g. Source C shows large numbers of people like Source A, but in single graves, while Source A is all about how the dead were buried in pits, so they do not totally agree
	Level 3 answer which clearly compares all three sources, using a substantiated argument	**5–7**	e.g. shows how Source C does agree about large numbers, but not about how the dead were buried

Q.	Answer	Mark	Additional Guidance
A4.	**Target** **Evaluation of sources for utility/consideration of provenance**	**8**	
	Level 1 simple statement, which makes a basic comment on a source with little or no substantiation	**1–3**	e.g. they all show or say how lots of people were buried
	Level 2 some recognition that different sources can be useful for different purposes for lower reaches of this band, answer consists of generalised comments, such as 'it depends what you want to know' or 'all sources are useful in one way or another' top of the band answer will evaluate content and provenance of more than one source	**4–7**	e.g. Source C is useful because the artist who drew it might have been an eyewitness, as he died in 1352
	Level 3 answer which shows developed analysis of all three sources and appreciation that they all contribute to our understanding	**8**	
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. there are soldiers shooting
	Level 2 answer which gives a fuller description or explanation	**2**	e.g. an answer which talks about how the picture shows wounded Highlanders being defended by women, who are being fired upon by soldiers
C2.	**Target Comprehension of source**	**3**	
	Level 1 incomplete or imprecise answer	**1**	e.g. he was mean
	Level 2 answer which shows developed understanding	**2–3**	an answer which gives several clear examples from the sources, e.g. 'a hard man, accustomed to employ savage discipline'
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 says Cumberland wasn't evil
	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 death of a wounded Highland officer and this is shown in Source A
	Level 3 answer which clearly compares all three sources, using a substantiated argument	**5–7**	e.g. shows how Source C agrees with Source A, but also points out how it disagrees with Source B about the role of Cumberland

Q.	Answer	Mark	Additional Guidance
C4.	**Target** **Evaluation of sources for utility/consideration of provenance**	**8**	
	Level 1 simple statement, which makes a basic comment on a source with little or no substantiation	**1–3**	e.g. Source C isn't from the time
	Level 2 some recognition that different sources can be useful for different purposes for lower reaches of this band, answer consists of generalised comments, such as 'it depends what you want to know' or 'all sources are useful in one way or another' top of the band answer will evaluate content and provenance of more than one source	**4–7**	e.g. Source B is a modern account of the battle and refers to the cruelty used by Hanoverian forces after the battle of Culloden; the writer will have had a number of sources to write from
	Level 3 answer which shows developed analysis of all three sources and appreciation that they all contribute to our understanding	**8**	
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. there were lots of people gathered
	Level 2 answer which gives a fuller description or explanation	**2**	e.g. an answer which talks about how the picture shows many different kinds of men and boys being armed with clubs or staves
E2.	**Target Comprehension of source**	**3**	
	Level 1 incomplete or imprecise answer	**1**	e.g. they won't fight
	Level 2 answer which shows developed understanding	**2–3**	e.g. an answer which states that the demonstration will be 'very ordinary' and orders will be given not to 'come in collision with the authorities'
E3.	**Target Corroboration by cross-referencing sources**	**7**	
	Level 1 simple statement which makes a basic comment on a source	**1**	e.g. Source C talks about messengers to link groups
	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 all sorts of people taking an oath to carry a truncheon; this is what Source A is showing
	Level 3 answer which clearly compares all three sources, using a substantiated argument	**5–7**	shows how Source C agrees with Source A, but also points out how it disagrees with Source B

Q.	Answer	Mark	Additional Guidance
E4.	**Target** **Evaluation of sources for utility/consideration of provenance**	**8**	
	Level 1 simple statement, which makes a basic comment on a source with little or no substantiation	**1–3**	e.g. Source C isn't from the time
	Level 2 some recognition that different sources can be useful for different purposes for lower reaches of this band, answer consists of generalised comments, such as 'it depends what you want to know' or 'all sources are useful in one way or another' top of the band answer will evaluate content and provenance of more than one source	**4–7**	e.g. Source A shows lots of people being armed to fight the Chartists and it is from a cartoon that is contemporary; a higher mark should be awarded to candidates who understand that the cartoon is a satire
	Level 3 answer which shows developed analysis of all three sources and appreciation that they all contribute to our understanding	**8**	
Total		**20**	

TURN OVER FOR MARK SCHEME FOR ESSAY QUESTIONS

ESSAY QUESTIONS: GENERIC MARK SCHEME

SELECTIVE DESCRIPTION
e.g. Describe

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 between and relevant importance of features.

EVALUATION/ANALYSIS
e.g. Explain

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 or argument; strong and developed analysis/assessment with cogent judgements; strong substantiation of assertions.