Independent Schools Examinations Board

COMMON ENTRANCE EXAMINATION AT 13+

HISTORY

MARK SCHEME

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

Monday 11 June 2012

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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. their husbands have gone away
	Level 2 answer which gives a fuller description or explanation	**2**	e.g. a fuller answer which clearly shows that the husbands are away for reasons of war or court
A2.	**Target** **Comprehension of source**	**3**	
	Level 1 incomplete or imprecise answer	**1**	e.g. they are not as good as men
	Level 2 answer which shows developed understanding	**2–3**	clearer answer which mentions God and that women should be servants to men
A3.	**Target** **Corroboration by cross-referencing sources**		
	Level 1 simple statement which makes a basic comment on a source	**1**	e.g. Source C shows women in a castle
	Level 2 answer which is more developed, connecting Source C to another source, using a substantiated argument	**2–4**	e.g. Source C shows a woman ready to fight which disagrees with Source B
	Level 3 answer which clearly compares all three sources, using a substantiated argument	**5–7**	shows agreement with Source A but gives a different message from Source B

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**	
	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 on 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 from a book written by a man and is very anti-woman; Source A is written by a woman and is much more supportive of women's abilities
	Level 3 answer which shows developed analysis of all three sources and appreciation that they all contribute to our understanding	**8**	e.g. an answer which shows how all three sources are valuable in informing about the condition of women but in different ways
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. not happy
	Level 2 answer which gives a fuller description or explanation	**2**	e.g. wanted a male heir; was in love with Anne
C2.	**Target** **Comprehension of source**	**3**	
	Level 1 incomplete or imprecise answer	**1**	e.g. unfocused on source
	Level 2 answer which shows developed understanding	**2–3**	e.g. two or more decent points – no civil divorce; needed papal permission; role of Campeggio; Catherine's appeal
C3.	**Target** **Corroboration by cross-referencing sources**		
	Level 1 simple statement which makes a basic comment on a source	**1**	e.g. Source C shows Henry flirting with Anne
	Level 2 answer which is more developed, connecting Source C to another source, using a substantiated argument	**2–4**	e.g. shows understanding that Source C depicts the relationship mentioned in Sources A and B, and illustrates the point
	Level 3 answer which clearly compares all three sources, using a substantiated argument	**5–7**	makes better use of sources and connections between them, and clearly shows that Source C is underlining what Sources A and B have already told us, in differing ways

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**	
	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 on 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**	
	Level 3 answer which shows developed analysis of all three sources and appreciation that they all contribute to our understanding	**8**	e.g. they build up a picture of how the Great Matter arose and how it developed best answers will make linkage across sources and make use of the material in Source B which takes events to 1533 shows comprehension of the sources, taken together, providing a sense of continuum, despite the picture still being incomplete
Total		**20**	

EVIDENCE QUESTIONS

Q.	Answer	Mark	Additional Guidance
E1.	**Target Comprehension of source**	**2**	
	Level 1 incomplete or imprecise answer	**1**	e.g. buyers rush forward
	Level 2 answer which gives a fuller description or explanation	**2**	e.g. and selected the best slaves
E2.	**Target Comprehension of source**	**3**	
	Level 1 incomplete or imprecise answer	**1**	e.g. 'grab and go'
	Level 2 answer which shows developed understanding	**2–3**	e.g. specific examples about the two types of auctions
E3.	**Target Corroboration by cross-referencing sources**	**7**	
	Level 1 simple statement which makes a basic comment on a source	**1**	e.g. supports Source B because they chose a slave
	Level 2 answer which is more developed, connecting Source C to another source, using a substantiated argument	**2–4**	e.g. Source A shows a slave being examined and Source B shows money being taken
	Level 3 answer which clearly compares all three sources, using a substantiated argument	**5–7**	e.g. an answer which correctly identifies that, whilst all sources refer to the selling of slaves, Source C illustrates Source B more than Source A

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**	
	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 on 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**	
	Level 3	answer which shows developed analysis of all three sources and appreciation that they all contribute to our understanding	**8**	e.g. an answer which shows that Source A and Source C only comment on one type of auction, whereas Source B provides more information on the workings of auctions
Total			**20**	

ESSAY QUESTIONS: GENERIC MARK SCHEME

SELECTIVE DESCRIPTION
e.g. Describe (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 between and relevant importance of features.

EVALUATION/ANALYSIS
e.g. Explain (10)

Mark	Target	Evaluation of factors against one another/definitions of success and failure/contextual assessment
1–4	**Level 1**	Simple statement offerering 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.