Independent Schools Examinations Board

COMMON ENTRANCE EXAMINATION AT 13+

HISTORY

MARK SCHEME

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

Monday 5 November 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. he is sitting on a horse
	Level 2 answer which gives a fuller description or explanation	**2**	e.g. he is wearing a crown and waving his sword
A2.	**Target Comprehension of source**	**3**	
	Level 1 incomplete or imprecise answer	**1**	e.g. he had shortcomings
	Level 2 answer which shows developed understanding	**2–3**	clearer answer which mentions points such as the money Richard 'exacted and collected' and his 'irresponsible' actions before the crusade
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 talks about the crusades
	Level 2 answer which is more developed, connecting Source C to another source using a substantiated argument	**2–4**	e.g. Source C points out that those who compared him to men like King Arthur did so because he was a crusader and Source A shows him as a great war leader on a horse waving his sword
	Level 3 answer which clearly compares all three sources, using a substantiated argument	**5–7**	shows how Source C agrees with Source A about the crusades and with Source B about his treatment of his kingdom

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 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 is useful to understand Victorian ideas of Richard I because it was made by a Victorian artist; Source B is better for showing how some of Richard's contemporaries saw him as it is a collection of contemporary accounts by a modern historian
	Level 3 answer which shows developed analysis of all three sources and appreciation that they all contribute to our understanding	**8**	
Total		**20**	

EVIDENCE QUESTIONS

Q.	Answer	Mark	Additional Guidance
C1.	**Target Comprehension of source**	**2**	
	Level 1 incomplete or imprecise answer	**1**	e.g. there are people smiling
	Level 2 answer which gives a fuller description or explanation	**2**	e.g. clearly states that soldiers are greeting him and other English people are cheering him
C2.	**Target Comprehension of source**	**3**	
	Level 1 incomplete or imprecise answer	**1**	e.g. William believed they would not fight
	Level 2 answer which shows developed understanding	**2–3**	e.g. gives several clear examples such as 'almost been a mutiny in the fleet' about a Catholic Mass
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 James had nosebleeds
	Level 2 answer which is more developed, connecting Source C to another source using a substantiated argument	**2–4**	e.g. Source C shows how James II had lost his nerve to resist William and this supports Source B about the 'fragile loyalty of James's soldiers'
	Level 3 answer which clearly compares all three sources, using a substantiated argument	**5–7**	shows agreement with both sources in that they all show how the English people and armed forces supported William, and James II's lack of support

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 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 by a modern historian who has looked at a number of points from both sides to show how James's position was weak
	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. that they killed them
	Level 2 answer which gives a fuller description or explanation	2	e.g. states that Britain attacks the mutineers but protects the women and children
E2.	**Target Comprehension of source**	3	
	Level 1 incomplete or imprecise answer	1	e.g. they were killed
	Level 2 answer which shows developed understanding	2–3	e.g. given several clear examples such as they were made to eat pork if Muslim or beef if Hindu before they were hanged
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 how many women and children were killed
	Level 2 answer which is more developed, connecting Source C to another source using a substantiated argument	2–4	e.g. Source C talks about the women and children who were killed and this agrees with Source B as it describes how the women and children were killed and thrown down a well
	Level 3 answer which clearly compares all three sources, using a substantiated argument	5–7	e.g. the same as above and that C agrees with A in the anger and hatred shown by the British towards the Indian mutineers

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 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 is a contemporary British cartoon which shows how at least some of the British public reacted to and saw the Indians, as small figures to be killed or protected
	Level 3 answer which shows developed analysis of all three sources and an appreciation that they all contribute to our understanding	**8**	e.g. should demonstrate understanding that Source A reflects the British public reaction whilst Source C shows the reaction of many of the British soldiers in India
Total		**20**	

ESSAY QUESTIONS: GENERIC MARK SCHEME

SELECTIVE DESCRIPTION (20)
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 and relevant importance of features.

EVALUATION/ANALYSIS (10)
e.g. Explain

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