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CE AT 13+

# HISTORY

## Specimen Paper Mark Scheme

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Date

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

Specimen

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## SECTION 1: UNSEEN EVIDENCE QUESTION

[20 marks]

### Question 1 (AO1)

Mark	Target	Comprehension
2	<b>Level 2</b>	<b>Full answer:</b> makes a full answer of two clear points inferred from source.
0-1	<b>Level 1</b>	<b>Limited answer:</b> offers invalid or limited information, only answering part of the question; one point offered from source.

### Question 2 (AO2)

Mark	Target	Comprehension and interpretation
4	<b>Level 3</b>	<b>Supported full answer:</b> top of level answers will have an overall conclusion combining several factors from each source.
2-3	<b>Level 2</b>	<b>Fuller answer:</b> a more comprehensive answer, using several points from one source, or an answer giving a few, but not comprehensive, points about each source; top of level answers will have an overall conclusion combining several factors from the source.
0-1	<b>Level 1</b>	<b>Limited answer:</b> an answer that either does not address the question or presents only one to two valid points.

### Question 3 (AO3)

Mark	Target	Comprehension and interpretation, cross-referencing and evaluation of sources for utility and provenance
11-14	<b>Level 3</b>	<b>Focused answer:</b> reaches a judgement by making direct use of the sources and valid statements on the reliability/utility/provenance of the sources; answers at the top of the level will be well structured and offer a reasoned judgement with sound substantiation.
7-10	<b>Level 2</b>	<b>Supported answer:</b> starts to compare sources and makes valid points, but lacks structure and development; judgement offered with limited substantiation.
0-6	<b>Level 1</b>	<b>Generalised answer:</b> offers some valid but limited comments without direct support from the sources; no attempt to evaluate utility or provenance; judgement may be offered, but without substantiation.

## SECTION 2: ESSAY QUESTION

[30 marks]

### Part (a) (AO1)

Mark	Target	Recall / selection and presentation of relevant knowledge
5-8	<b>Level 2</b>	<b>Developed answer:</b> gives a number of accurate and relevant points to answer the question. A top-level answer should be well structured and coherent.
0-4	<b>Level 1</b>	<b>Simple statements:</b> offers some features/ideas supported by some knowledge, though most will be embryonic, inaccurate or irrelevant; lacks real coherence and structure.

### Part (b) (AO1/AO2)

Mark	Target	Presentation of relevant knowledge / evaluation of factors against one another / causes and consequences
7-8	<b>Level 3</b>	<b>Focused answer:</b> gives a clear, substantiated answer based on precisely selected knowledge with a strong and developed analysis; top-level answers may consider other factors before arriving at a reasoned judgement.
4-6	<b>Level 2</b>	<b>More developed answer:</b> makes a clearer judgement with more relevant knowledge; some substantiation of assertion; uncertain overall structure.
0-3	<b>Level 1</b>	<b>Simple statements:</b> offers a single feature which may not be relevant; little or limited explanation.

### Part (c) (AO1/AO2/AO3)

Mark	Target	Recall / selection and presentation of relevant knowledge / evaluation of factors against one another / definitions of success and failure / causes and consequences
12-14	<b>Level 3</b>	<b>Selected knowledge in a clear framework of argument:</b> answer shows precisely selected knowledge with strong and developed analysis/assessment and cogent, balanced judgements; coherent substantiated argument is present throughout; evaluates key demands of the question and presents a reasoned judgment.
7-11	<b>Level 2</b>	<b>More developed statements:</b> gives features supported by more relevant knowledge, along with more developed analysis; some substantiation of assertions; uncertain overall structure; attempts to offer reasoned judgement/assessment/evaluation in places.
0-6	<b>Level 1</b>	<b>Simple statements:</b> offers some features/ideas supported by some knowledge, though most will be embryonic, inaccurate or irrelevant; lacks real coherence and structure; offers basic and largely unfocused opinion, little judgement/assessment/evaluation offered.

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