



Rugby
School

History

Sixth Form Examination 2015

Mark Scheme

Sixth Form Specimen Examination Mark Scheme - History

Section A: Document exercise

1.	<p>Mark given for each similarity</p> <ul style="list-style-type: none"> • Experimentation • Role of theory • Use of detail to demonstrate – ‘prove’ a case • Possibility of preconceptions being upset 	0-3
2.	<p>Fails to engage with the central thrust of the question. Answers will suffer from poor organisation and minimal supported discussion.</p>	0-2
	<p>Answers will be organised. Examples will be pertinent to the question set, though the strength of discussion may be limited. Credit should be given for depth and focus of argument.</p>	3-4
	<p>Answers will reflect an active historical imagination, and possess a grasp on the exigencies and contingencies of evidence. The examples selected need not fall outside the expected IGCSE/GSCE territory, but they might. Organisation and knowledge will be very good. For marks at the top of the level a concluding or summative final passage will be present.</p>	5-7

Section B: Essay

1	<p>The candidate’s choice of case will generally be poor here: this may be because it is intrinsically inappropriate or it may be because the candidate simply does not know enough about the case to provide a persuasive analysis. Answers in this category may ignore the question by ranging widely and diffusely over a whole series of cases.</p>	0-6
	<p>Answers in this band may be episodic and disparate in places, and/or lack a clear integrative thesis. Especially towards the bottom of the range, answers within this band may possess only a perfunctory conclusion, or one that is inconsistent with the evidence presented in the main body of the essay, or they may lack a discrete conclusion altogether. A poor or vague example may have been chosen.</p>	7-12

	<p>Answers in this band will be relevant, quite well organised and clearly written. The answer focuses in detail on a single relevant case, or sustains a good level of analysis across more than one case. They may often be differentiated from stronger answers by an inattentiveness to counter-evidence, i.e. to alternative ways that one might interpret the historical figure under review. Credit should be given for the quality and depth of historical knowledge exhibited.</p>	13-16
	<p>Candidates will write a relevant, well organised and clearly written answer. The answer focuses in detail on a single relevant case. It is consistently analytical, keeping the question in mind at all times. There is an explicit or inherent understanding of the limitations as well as the agency of individuals in effecting change. The most accomplished may grapple with idea of 'Great Men' in history vs. structural societal forces as agents of change.</p>	17-20
2.	<p>The candidate's choice of case will generally be poor here: this may be because it is intrinsically inappropriate or it may be because the candidate simply does not know enough about the case to provide a persuasive analysis. Answers in this category may ignore the question by ranging widely and diffusely over a whole series of cases.</p>	0-6
	<p>Answers in this band may be episodic and disparate in places, and/or lack a clear integrative thesis. Stronger answers engage in discussion of differences of interpretation, exhibiting some understanding of contrasting representations and interpretations. Especially towards the bottom of the range, answers within this band may possess only a perfunctory conclusion, or one that is inconsistent with the evidence presented in the main body of the essay, or they may lack a discrete conclusion altogether. A poor or vague example may have been chosen.</p>	7-12

	<p>Answers in this band will be relevant, quite well organised and clearly written. The answer focuses in detail on a single relevant case. They will show some understanding of why historical figures people have been represented and interpreted in different/similar ways. They demonstrate the ability to explain the reasons for some of the more obvious differences and similarities between representations and interpretations. They can make some valid use of at least one of the following in their explanations, context, medium, access to information.</p>	13-16
	<p>Candidates will present a relevant, well organised and clearly written answer. The answer focuses in detail on a single relevant case. It is consistently analytical, keeping the question in mind at all times. There is an excellent understanding of the genesis and impact of contrasting representations and interpretations. Answers make very effective use of some of the following in their explanations: context, medium, access to information. Credit should be given for the quality and depth of historical knowledge exhibited.</p>	17-20