

Mark Scheme (Results) Summer 2008

GCSE

GCSE History (1336) Paper A1

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number		Target
1 (a)		Comprehension and inference from sources
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement(s), extracts information from sources <i>e.g. no opposition, cost, lots of people there.</i>
2	3-4	Developed statement about elections taking relevant information from at least two sources or makes a supported inference from one, <i>e.g. some M.P.s represented very few voters; was expensive to stand for parliament; ;source C shows there was voting in public.</i>
3	5	Analysis, making inference(s) based on use of at least two sources in combination OR well supported inferences for all three sources (AO2) <i>e.g. uses sources to show public nature of elections and participation of large numbers of the populace, dominance of the rich</i>

Question Number		Target
1 (b)		recall; analysis of key features (AO1)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement(s) supported by some valid knowledge of demands <i>e.g. more people wanted the vote</i> OR general comment about north <i>e.g. bigger towns there</i>
2	3-5	Developed statement(s) supported by relevant knowledge <i>e.g. describes problems of electoral system/general demand for reform/conditions in North of Britain</i>
3	6-8	Analysis supported by appropriately selected knowledge <i>e.g. links circumstances in industrial Britain to demand for reform</i>

Question Number		Target
1 (c) (i)		Recall; causation and motivation (AO1)
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statement(s) supported by some knowledge, offers reason(s) <i>e.g. M.Ps did not want to vote away their positions, king would not agree</i>
2	5-8	Developed statement(s) supported by relevant knowledge about the progress of the Bill or the opposition to reform <i>e.g. describes events of 1830-32, or relates the arguments of opponents of the Bill</i>
3	9-12	Analysis supported by selected knowledge <i>e.g. examines a range of reasons specific to identified groups or individuals and/or examines effects of events (uprisings in Europe, riots in England)</i>

Question Number		Target
1 (c) (ii)		Recall; causation and motivation (AO1)
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statement(s) supported by some knowledge; offers reason(s) or valid information <i>e.g. changes were few; gives some detail of Act</i>
2	5-8	Developed statement(s) supported by relevant knowledge <i>e.g. describes the content of the Reform Act and asserts unpopularity</i>
3	9-12	Analysis supported by appropriately selected knowledge; examines specific issues/people <i>e.g. shows how Political Unions not satisfied; working class not included.</i>

Question Number		Target
2		Recall; analysis of cause and consequence (AO1) N.B. Do not credit simple copying of stimulus material without elaboration.
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statement(s) supported by some knowledge e.g. <i>lists opponents; asserts railways important</i> . Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statement supported by relevant knowledge about opposition to and/or popularity of the railways e.g. <i>describes groups/individuals who opposed with their arguments, gives account of building of railways</i> . Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Analysis supported by appropriately selected knowledge, which considers the reasons for opposition and states failure e.g. <i>discusses concern for loss of jobs, fear of the new, snobbery AND / OR examines the benefits of the railways e.g. provides work, helps industry, allows travel</i> . Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.
4	13-15	Sustained argument supported by precisely selected information. Examines BOTH opposition and benefits to reach a conclusion. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

Question Number		Target
3		Recall; causation and motivation (AO1) N.B. Do not credit simple copying of stimulus material without elaboration.
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple valid statement(s) supported by some knowledge <i>e.g. the system was expensive</i> . Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statement supported by relevant knowledge about the Old Poor Law or the changes in 1834 ; <i>e.g. describes workings of Elizabethan Poor Law; describes Speenhamland system</i> . Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Analysis supported by appropriately selected knowledge about the demands for change; <i>e.g. examines attitudes to poverty</i> . Spells, punctuates and used the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.
4	13-15	Sustained argument supported by precisely selected information, explores a range of reasons relevant to the 1830s. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.