

Mark Scheme (Results) Summer 2008

GCSE

GCSE History (1336) Paper B1

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. popular, leader</i>
2	3-4	Developed statement taking relevant information from at least two sources or making a supported inference from one sources <i>e.g. C supports A; C shows Custer as a heroic figure, Custer judged as a soldier.</i>
3	5	Developed analysis, making inferences based on use of at least two sources in contribution OR well supported inferences for all three sources (AO2) <i>e.g. C supports A, identifies opinions as public/ personal</i>

Question Number		Target
1 (b)		Recall; analysis of motivation (AO1)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement supported by some knowledge; offers valid reasons <i>e.g. they wore few clothes, they scalped people</i>
2	3-5	Developed statement supported by relevant knowledge about Plains Indians <i>e.g. describes way of life, customs of Indians and asserts that these are savage</i>
3	6-8	Analysis supported by appropriately selected information; demonstrates why white men thought them savages <i>e.g. differences in religion, technology, attitudes to war, children, old people.</i>

Question Number		Target
1 (c) (i)		Recall; analysis of causation and consequence (AO1)
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statement(s) supported by some knowledge <i>e.g. Custer didn't wait for rest of army; outnumbered</i>
2	5-8	Developed statement(s) supported by relevant knowledge <i>e.g. narrates events of the battle, asserts reasons for loss</i>
3	9-12	Analysis of reasons for Indian victory, supported by appropriately selected information <i>e.g. unique circumstances of Indian gathering, leadership of Red Cloud, superior weapons; mistakes by US soldiers</i>

Question Number		Target
1 (c) (ii)		Recall; analysis of cause and consequence (AO1)
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statement(s) supported by some knowledge <i>e.g. Indians could not hunt; Indians made to farm; could not be nomadic</i>
2	5-8	Developed statement(s) supported by relevant knowledge about life in the Reservations <i>e.g. describes how their lives changed and asserts destroys traditional way of life</i>
3	9-12	Analysis supported by appropriately selected knowledge; identifies effects of government actions after 1876 <i>e.g. role of men destroyed; importance of Chiefs destroyed; religion attacked; children educated as whites.</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 of life on the Plains <i>e.g. ground hard, lack of water, no trees, lonely</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 <i>e.g. describes problems of farming</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, considers factors which created difficulties for settlers <i>e.g. not enough land; quality of land; weather; ignorance of farming/wrong crops</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 which supported by precisely selected knowledge, explores a range of factors which influence life on the Plains and reaches a tentative conclusion. Must consider difficulties in both farming and living on the Plains at the times stated. <i>E.g. they were pioneers, having to learn by experience, communication difficult</i> . 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		Change 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 about the cowboys <i>e.g. cowboys herded /rounded up/branded cattle</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 (s) supported by relevant knowledge of the work of the cowboy, may not be specific to time OR describes changes to cattle industry and asserts changes for cowboys. Spells, punctuates and used the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Analysis supported by appropriately selected information to show change in work <i>e.g is able to compare life and work on Open and closed range.</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 analysis which explores the reasons for and the nature of the changes, supported by precisely selected knowledge <i>e.g. examines reasons for moving onto the Plains, effects of railways, settlers, barbed wire in changing the work.</i> 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.