

**History (Pilot)**

General Certificate of Secondary Education

Unit **B871**: Medieval History

**Mark Scheme for June 2011**

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All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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<b>BAND 5: 44 - 50 marks</b>
<p>Candidates:</p> <ul style="list-style-type: none"> <li>• Select, organise and deploy effectively and relevantly a wide range of information. They demonstrate a good understanding of the significance of the key features, events, individuals and situations in a broad context. They produce well developed, well reasoned and well supported analyses, explanations, arguments and historical conclusions. They also analyse, as a central feature of the work, diversity and interrelationships in the periods, societies and situations studied, and make explicit comparisons between different periods, societies and situations.</li> <li>• Rigorously evaluate and use critically a broad range of sources of information in their historical context to investigate and to reach reasoned and supported conclusions.</li> <li>• Show a good understanding of how and why events, people and issues have been interpreted and represented in different ways. They can comment on the validity of interpretations and representations in an informed manner.</li> </ul>
<b>BAND 4: 34 - 43 marks</b>
<p>Candidates:</p> <ul style="list-style-type: none"> <li>• Select a range of relevant information which is generally well organised and deployed relevantly. They demonstrate a sound understanding of the significance of the key features, events, individuals and situations including some awareness of the broad context. They produce developed, reasoned and supported analyses, explanations, arguments and historical conclusions. They also consider diversity and interrelationships in the periods, societies and situations studied, and make comparisons between different periods, societies and situations.</li> <li>• Evaluate and use critically a range of sources of information in their historical context to investigate and to reach conclusions.</li> <li>• Show understanding of how and why events, people and issues have been interpreted and represented in different ways. They can make some valid comments on the validity of interpretations and representations.</li> </ul>
<b>BAND 3: 24 - 33 marks</b>
<p>Candidates:</p> <ul style="list-style-type: none"> <li>• Select and organise information, much of it deployed relevantly. They demonstrate some understanding of the significance of the key features, events, individuals and situations with a limited awareness of the broad context. They produce structured descriptions and explanations showing some understanding of causes, consequences and changes. Some attempt is made to consider diversity and interrelationships in the periods, societies and situations studied and to make comparison between different periods, societies and situations.</li> <li>• Evaluate and use critically some of the sources used. There is some evidence of this being used to support their conclusions.</li> <li>• Show some understanding of how and why events, people and issues have been interpreted and represented in different ways.</li> </ul>
<b>BAND 2: 13 - 23 marks</b>
<p>Candidates:</p> <ul style="list-style-type: none"> <li>• Select and organise some relevant knowledge. They describe the key features, events, individuals and situations. They identify and describe causes, consequences and changes.</li> <li>• Use sources of information at face value and can begin to consider their usefulness for investigating historical issues and for making simple conclusions.</li> <li>• Can identify differences between ways in which events, people and issues have been represented and interpreted, and can begin to identify some of the reasons for these differences.</li> </ul>
<b>BAND 1: 0 - 12 marks</b>
<p>Candidates:</p> <ul style="list-style-type: none"> <li>• Demonstrate limited ability to select and organise information. Their work contains some relevant material but this is not often deployed relevantly. They describe a few features, reasons, results and changes of the events, people and situations studied.</li> <li>• Use sources of information at face value and can extract relevant information for a given purpose.</li> <li>• Can identify surface differences between ways in which events, people and issues have been represented and interpreted.</li> </ul>

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