

WESTMINSTER SCHOOL, HISTORY DEPARTMENT

6TH FORM ENTRY, SAMPLE MARK SCHEME

How useful can a source like this be for historians studying society in twelfth-century England?

Good candidates should demonstrate:

- Careful and critical reading by direct reference to the extract.
- A tight focus on the question and the notion of 'utility'.
- An ability to organise an answer thematically and express themselves clearly and accurately.

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A number of points in answer to the question can be derived from this document, although not even the strongest candidates should be expected to cover everything and they may be able to find themes of their own. They might discuss notions of community, views of childhood, the alien and the supernatural. A strong answer would also be expected to discuss the author's own struggle with the story he has been told and his response to it.

For **21-30 marks**, candidates will show that they have read the text closely, accurately and thoughtfully, and they are correspondingly able to say something about a number of issues. Candidates in this band will be distinguished [1] by engaging with questions of authorial position, and [2] by engaging with some of the major themes raised by the extract in a more sophisticated manner than candidates in the lower bands. Candidates in this band will be able to make specific points about the text, but they will also be able to make some more analytical observations. For example, they might consider what it says about notions of growing up and the importance attached to children. All candidates in this band should give some thought to authorial position; they may comment on his distance from the events and the nature and origin of the information he relies on. Candidates at the lower end of this band will discuss the source's limitations in a more general sense.

For **11-20 marks**, candidates will also have read the text closely and will pick up on some of the points raised above. They will attempt to make some more analytical points, but their judgements and speculations, though relevant, may be less penetrating, less clearly expressed, or less sustainable (but still somewhat sustainable) from the text. They may say very little, or nothing, about authorial position and the difficulties of using a source like this to draw general conclusions.

For **1-10 marks**, candidates will more or less have failed to interpret the text, writing comments that simply reproduce what is in it, or are substantially inaccurate. They may be short, poorly expressed, or incoherent. They may also invoke external knowledge at the expense of a close engagement with the passage.