

# Native American Indians Exam Rules:

"Make sure you give this Q approx. 20 Mins"

**Q1: Explain 2 consequences of ... [8]**

**A01(4)+A02(4) (Consequence)**

**Level 1: (1-2 Marks) – K1**

- Simple comment about a consequence [Ao2]
- General information about the topic, limited understanding of the period [Ao1]

**Level 2: (3-4 Marks) – K1 K2 K3**

- Features of the period are analysed to explain a consequence [Ao2]
- Specific information about the topic is added to support the explanation, showing good **knowledge & understanding** about the period [Ao1]

• **As above for 2<sup>nd</sup> consequence**

**You MUST make the CONSEQUENCE really clear and obvious**



**Q2: Write a NARRATIVE account analysing the way in which [x] [8]**

**A02(4)+A01(4)**

**(causation/consequence/change)**

**Level 1: (1-2 Marks) – K1**

- Simple / general narrative, limited analysis and organisation of events included [Ao2]
- Limited knowledge & understanding of events [Ao1]

**Level 2: (3-5 Marks) – K1 K2**

- Some organisation of material into a sequence leading to an outcome. Some analysis and linking between events [Ao2]
- Accurate & relevant information added showing **some** knowledge & Understanding [Ao1]

**Level 3: (6-8 Marks) – K1 K2 & K3**

- A clear sequence of events leading to an outcome. Analysis of events linkage is clear [Ao2]
- Accurate and relevant information with **good** knowledge & understanding of key features or characteristics [Ao1]

**Analyse & Link your examples to the focus of the question**

**MAKE SURE YOU GIVE A 3<sup>rd</sup> EXAMPLE, NOT JUST THE 2 THEY SUGGEST**

**Q3: Explain 2 of the following: (choice of 2 from 3) [16]**

**A01(8)+A02(8) (Consequence & Significance)**

**Level 1: (1-2 Marks) – K1**

- Simple / general answer, limited development to importance [Ao2]
- Limited knowledge & understanding of the topic is shown [Ao1]

**Level 2: (3-5 Marks) – K1 K2**

- Explanation is given, some attempt to analyse importance, some reasoning but lacks organisation & points could be clearer [Ao2]
- Accurate and relevant information added, some knowledge & understanding of the period [Ao1]

**Level 3: (6-8 Marks) – K1 K2 & K3**

- Good EXPLANATION with a strong line of reasoning (using connectives) and analysis of importance. Logically structure [Ao2]
- Good knowledge & understanding, accurate and relevant information is included [Ao1]

**You MUST make sure you're explaining why (x) is important – what did it lead to? Or change? What happened because of it? WHY important etc**

**2 x PEEL paragraphs for BOTH choices**



**Connectives:**

As a result...  
Due to...  
Consequently...  
Significantly...  
On the contrary...  
However...  
Although...  
Without...  
As well as...  
Finally...  
More importantly...  
Alternatively...  
This led to...  
In conclusion...  
Overall...  
Similarly...  
Compared with...  
Furthermore...

**Remember 'Literacy in History' Essay skills**

**A01: Knowledge & Understanding of features and characteristics of a period**

**A02: Second order concept: Causation, Consequence & Change / Consequence & Significance**

# Elizabeth I Exam Rules



**Q5a: Describe 2 features of ... in (date) [4]**

**Ao1(4) (knowledge)**

- (1-2 Marks) – K1 K2**
- Identify 1 feature
  - Add supporting information & knowledge
- (3-4 Marks) –**
- As above for a 2<sup>nd</sup> feature

**Ao1: Knowledge & Understanding of KEY features and characteristics of a period**

**Ao2: Causation, Significance**

**Q5b: Explain why (x) was (a threat, danger, important) to (y) [12]**

- Ao1(6) (Ao2)(6) (Causation)**
- Level 1: (1-3 Marks) – K1**
- Simple / general answer, no linking or analysis to the question [Ao2]
  - Limited knowledge & understanding of topic [Ao1]
- Level 2: (4-6 Marks) – K1 K2**
- Explanation given with limited analysis to question's requirement. Implied links to concept of Q, no line of reasoning (explanation) throughout [Ao2]
  - Accurate & relevant information is included, some knowledge & understanding of period [Ao1]

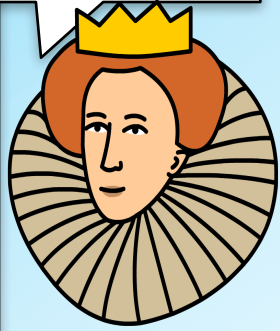
- Level 3: (7-9 Marks) – K1 K2**
- Clear explanation with some analysis to the Q's demand. Line of argument sustained [Ao2]
  - Good knowledge & understanding of the period shown [Ao1]
- Level 3: (10-12 Marks) – K1 K2 & K3**
- Analytical explanation with consistent & regular focus to the Q's demand. Line of argument sustained [Ao2]
  - Precise & wide range of accurate knowledge and understanding shown [Ao1]

**5-8 marks MAXIMUM if you only talk about 2 bullet points – remember the 3<sup>rd</sup> of your own choice!**

**Q5c: "Statement..." – How far do you agree? [16]**

- Ao1(6) Ao2(10) (Significance)**
- Level 1: 1-4 Marks – K1**
- Simple / general answer, no development or organisation [Ao2]
  - Limited knowledge & understanding
- Overall judgement missing [Ao2] 4<sup>th</sup> mark of level
- Level 2: 5-8 Marks - K1 K2**
- A weak explanation, limited analysis of **HOW FAR**, some developed points but not enough [Ao2]
  - Accurate & relevant information included [Ao1]
  - Judgement attempted as to **HOW FAR**, but implied or insecure justification [Ao2] 4<sup>th</sup> mark of level
- Level 3: 9-12 Marks - K1 K2**
- Explanation of 2 views given with some analysis, a line of reasoning generally sustained, concept of Q understood
  - Good, accurate & relevant knowledge and understanding of it [Ao1]
  - Judgement with some justification [Ao2] 4<sup>th</sup> mark of level
- Level 4: 13-16 Marks – K1 K2 & K3**
- Analytical explanation of 2 views, consistently directed at the focus of Q, clear line of reasoning and structured well [Ao2]
  - Accurate, relevant and wide ranging contextual knowledge & understanding
  - Judgement is well justified with clear explanation [Ao2] 4<sup>th</sup> mark of level

*"Make sure you give this Q approx. 25 Mins"*



## Connectives:

- As a result...
- Due to...
- Consequently...
- Significantly...
- On the contrary...
- However...
- Although...
- Without...
- As well as...
- Finally...
- More importantly...
- Alternatively...
- This led to...
- In conclusion...
- Overall...
- Similarly...
- Compared with...
- Furthermore...

**Remember 'Literacy in History' Essay skills**