**Unit 4 Mark Scheme**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **AO1** | **AO2** | **AO3** |
| **Level 6** | **(17-20 marks)*** Consistent focus on the question
* Detailed and fully relevant knowledge
* Knowledge used to analyse and evaluate key features
* Clear, well-supported argument/convincing judgement
 | **(9-10 marks)*** Excellent evaluation of a fully appropriate *range* of *different* sources
* Detailed and accurate knowledge used to analyse the sources in their historical context
 | **(9-10 marks)*** Excellent evaluation of a fully appropriate range of different interpretations of the issue chosen
* Detailed and accurate knowledge used to produce well-supported analysis of the interpretations
* Interpretations are located in the wider historical debate around the issue
 |
| **Level 5** | **(13-16 marks)*** Focus on the question throughout
* Generally detailed and relevant knowledge
* Knowledge used to analyse and evaluate key features
* Supported argument and reasonable judgement
 | **(7-8 marks)*** Very good evaluation of an appropriate *range* of *different* sources
* Relevant knowledge used to support analysis of the sources in their historical context
 | **(7-8 marks)*** Very good evaluation of an appropriate range of different interpretations
* Relevant knowledge used to produce a supported analysis of the interpretations
* Interpretations located within the wider historical debate on the issue
 |
| **Level 4** | **(10-12 marks)*** Majority focused on the question
* Generally accurate and relevant knowledge
* Some analysis and evaluation of key features
* An argument is present with a supported judgement
 | **(5-6 marks)*** Good evaluation of an appropriate *range* of *different* sources
* Generally relevant knowledge used to analyse the sources in their historical context
 | **(5-6 marks)*** Good evaluation of a range of different interpretations
* Generally relevant knowledge used to produce an analysis of the interpretation
* Interpretations located within the wider historical debate on the issue
 |
| **Level 3** | **(7-9 marks)*** Partially focused on the question
* Some accurate and relevant knowledge
* Some analysis and evaluation of key features
* An argument is present and reaches a partially supported judgement
 | **(3-4 marks)*** Some evaluation of a range of sources
* Some knowledge is used to analyse the sources in their historical context
 | **(3-4 marks)*** Some evaluation of a range of interpretations
* Some knowledge used to produce analysis of the interpretation
* Interpretation is linked to the wider historical debate on the issue
 |
| **Level 2** | **(4-6 marks)*** Focused on the general topic more than the specific question
* Limited knowledge which lacks detail
* Limited analysis and evaluation of key features
* A basic argument reaching a limited judgement
 | **(2 marks)*** Limited evaluation of several sources
* Limited knowledge is used to attempt a basic analysis of the sources in their historical context
 | **(2 marks)*** Limited Evaluation of several interpretations
* Limited knowledge used to produce limited analysis of the interpretation
* Attempt to consider the interpretation in the wider historical debate
 |
| **Level 1** | **(1-3 marks)*** Limited focus on the topic but not the question
* Generalised, sometimes inaccurate knowledge
* Very limited analysis of the key features
* Very basic argument reaching a simplistic argument
 | **(1 mark)*** Very limited evaluation of *at least two sources*
* Very generalised knowledge used to give very *simplistic* analysis of the sources
 | **(1 mark)*** Very limited evaluation of at least two interpretations
* Much description of the interpretation
* Analysis is largely asserted
* Simplistic links to the wider debate
 |