**Unit 4 Mark Scheme**

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|  | **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 |