

Paper 4 Mark Scheme

<p>AO2 – Demonstrate an understanding of the past through explanation, analysis and a substantiated judgement of key concepts: causation, consequence, continuity, change and significance within an historical context, the relationships between key features and characteristics of the periods studied.</p>		
<p><i>This mark scheme assesses the quality of analysis demonstrated in addressing the question.</i></p>		
Level 5	<p>Answers demonstrate a full understanding of the question, are balanced and analytical.</p> <p>Answers:</p> <ul style="list-style-type: none"> • establish valid and wide-ranging criteria for assessing the question • are consistently analytical of the key features and characteristics of the period • provide a focused, balanced argument with a sustained line of reasoning throughout • reach a clear and sustained judgement. 	13–15
Level 4	<p>Answers demonstrate a good understanding of the question, and are mostly analytical.</p> <p>Answers:</p> <ul style="list-style-type: none"> • establish valid criteria for assessing the question • are analytical of the key features and characteristics of the period, but treatment of points may be uneven • attempt to provide a balanced argument, but may lack coherence and precision in some places • reach a supported judgement, although some of the evaluations may be only partly substantiated. 	10–12
Level 3	<p>Answers demonstrate an understanding of the question and contain some analysis. Argument lacks balance.</p> <p>Answers:</p> <ul style="list-style-type: none"> • show attempts at establishing criteria for assessing the question • show some analysis of the key features and characteristics of the period, but may also contain descriptive passages • provide an argument but lacks balance, coherence and precision • begin to form a judgement although with weak substantiation. 	7–9
Level 2	<p>Answers demonstrate some understanding of the question and are descriptive.</p> <p>Answers:</p> <ul style="list-style-type: none"> • attempt to establish criteria for assessing the question but these may be implicit • show limited analysis of the key features and characteristics of the period, and contain descriptive passages that are not always clearly related to the focus of the question • make an attempt at proving an argument, but this is done inconsistently and/or may be unrelated to the focus of the question • make an assertion rather than a judgement. 	4–6
Level 1	<p>Answers address the topic, but not the question.</p> <p>Answers:</p> <ul style="list-style-type: none"> • focus on the topic rather than the question • lack analysis or an argument • lack a relevant judgement. 	1–3
Level 0	<p>No creditable content.</p>	0

AO1 – Recall, select and deploy historical knowledge appropriately and effectively.		
<i>This mark scheme assesses the quality and depth of knowledge deployed to support the argument made.</i>		
Level 5	Answers demonstrate a high level of relevant detail. Supporting material: <ul style="list-style-type: none"> • is carefully selected • is fully focused on supporting the argument • is wide-ranging • is consistently precise and accurate. 	13–15
Level 4	Answers demonstrate a good level of relevant supporting detail. Supporting material: <ul style="list-style-type: none"> • is selected appropriately • is mostly focused on supporting the argument • covers a range of points but the depth may be uneven • is mostly precise and accurate. 	10–12
Level 3	Answers demonstrate an adequate level of supporting detail. Supporting material: <ul style="list-style-type: none"> • is mostly appropriately selected • may not fully support the points being made, may be descriptive in places • covers a narrow range of points • occasionally lacks precision and accuracy in places. 	7–9
Level 2	Answers demonstrate some relevant supporting detail. Supporting material: <ul style="list-style-type: none"> • is presented as a narrative • is not directly linked to the argument • is limited in range and depth • frequently lacks precision and accuracy. 	4–6
Level 1	Answers demonstrate limited knowledge of the topic. Supporting material: <ul style="list-style-type: none"> • has limited relevance to the argument • is inaccurate or vague. 	1–3
Level 0	No creditable content.	0