

## For Part 1a of SBCS

### A-Level Marking Rubrics

Level	Level Description	Marks
0	No evidence submitted or answer does not address the question.	0
1	<p>The answer will describe the content of each source and is likely to be characterised by paraphrasing or quotation. Very simple comparisons may be made but these will not be developed (e.g. one source is from a speech and the other is from a letter). Answers that are simply based on contextual knowledge, with no source use, should be credited at this level.</p> <p>Towards the upper end of the level, there may be some attempt to explain how far the sources corroborate and/or differ, but any explanation will be confused or partial.</p>	1-3
2	<p>The answer will use both sources. There will be clear explanation on how far the sources corroborate and differ and this will be supported with source details.</p> <p>Towards the upper end of the level, the answer will use detail from each source to explain the similarities and differences between the sources. Answers which argue that the sources agree or disagree with each other (i.e. one sided) but provide critical insight into the reasons for the similarities or differences may be found in this level.</p> <p>Towards the lower end of the level, the answer may be one-sided, explaining either similarities or differences between the sources. Alternatively, the answer could treat the sources separately with most or all of the comparison implicit.</p>	4-7
3	<p>The answer will make effective use of both sources. There will be clear explanation on how far the sources corroborate and differ (i.e. supported with source details).</p> <p>Towards the upper end of the level, the answer will also demonstrate developed evaluation of both sources, providing critical insight into the reasons for their similarities and differences.</p> <p>At the lower end of the level, the insight into the reasons for similarities and differences may be uneven. Answers in which only one source is evaluated may also be found in this level.</p>	8-10

## For Part 1b of SBCS

### A-Level Marking Rubrics

Level	Level Description	Marks
0	No evidence submitted or answer does not address the question.	0
1	<p>The answer will make <b>limited use of the sources</b>. The sources may be paraphrased or described. Answers which are <b>simply based on contextual knowledge with no source use</b> should be credited at this level.</p> <p>Towards the upper end of the level, some relevant information from the sources may be extracted at face value to support and/or challenge the hypothesis, but the answer may be undeveloped.</p>	1-6

Level	Level Description	Marks
2	<p>The answer will <b>use relevant information from sources at face value</b> to support and/or challenge the hypothesis. Sources may be used <b>in isolation</b>. The answer may demonstrate <b>some awareness of provenance</b> of the sources but evaluation of the sources is unlikely.</p> <p>Towards the upper end of the level, answers will be balanced, using most of the sources, and may contain some valid evaluations. At the lower end of the level answers may be one-sided or use a limited range of sources.</p>	7-12
3	<p>The answer will <b>begin to treat sources as a set</b> although they may still be <b>taken at face value</b>. It will demonstrate <b>some understanding of the question</b>. Some sources may be <b>cross-referenced</b> to support and/or challenge the hypothesis. There will be an <b>attempt to evaluate sources</b> through references to the source content and/or provenance, but the sources will <b>not be placed in context</b>.</p> <p>Towards the upper end of the level, answers will make a case to support and challenge the statement in question, developing their points through accurate references to the source content and/or provenance. Such answers are likely to use all of the sources and may make cross-references to support their ideas. At the lower end of the level some sources may be neglected or used in a way which is not valid. The support/challenge element of the responses may also be uneven.</p>	13-18
4	<p>The answer will <b>treat sources as a set</b> and make <b>good use of the sources</b>. It will demonstrate a <b>clear understanding of the question</b>. Sources may be <b>cross-referenced</b> to support and/or challenge the hypothesis. There will be an <b>attempt to evaluate the sources in context</b> but there will be <b>gaps, unevenness and a lack of balance</b>.</p> <p>Towards the upper end of the level, the answer may begin to formulate a judgement in relation to the question although this is likely to be partial and incomplete. Towards the lower end of the level the response will contain some evaluation of the source material but the answer is likely to be uneven or lacking in balance.</p>	19-24
5	<p>The answer will <b>treat sources as a set</b> and make <b>very good use of the sources</b>. It will demonstrate a <b>good understanding of the question</b>. Sources may be <b>cross-referenced</b> to support and/or challenge the hypothesis. The approach will show <b>critical awareness</b> and the sources will be <b>evaluated in context</b> in order to <b>make a judgement and reach a conclusion on how far the sources can be said to support the premise of the question</b>.</p> <p>Towards the upper end of the level, the answer will present a sustained analytical argument and reach a supported conclusion. Towards the lower end of the level answers will demonstrate many of these features but may be less even or convincing in their approach.</p>	25-30

## For Essays

### A-Level Marking Rubrics

Band	Marks	Descriptors
0	0	No evidence submitted or response does not address the question.
1	1-8	<p>The essay will be characterised by significant irrelevance or argument that does not begin to make significant points. The essay may mention historical concepts but these will not be understood. The answers may be largely fragmentary and incoherent.</p> <p>Towards the upper end of the level, the essay may show some awareness of relevant material.</p>
2	9-12	<p>The essay will not be properly focused on the requirements of the question. The essay may include references to historical concepts but these may not be fully understood or effectively supported. The argument may be of limited relevance to the topic.</p> <p>Towards the upper end of the level, answers may begin to make some relevant points which are only partially supported. The answer may contain assertions. There may be commentaries that lack sufficient factual support. At the lower end of the level, there may be confusion about the implications of the question and many unsupported assertions.</p>
3	13-16	<p>The essay will offer some appropriate factual material but there will be little attempt generally to link factual material to the requirements of the question. The approach will be descriptive and lack analysis. The essay may include some references to historical concepts but these will not be used to develop an analytical argument. The structure will show weaknesses and the treatment of topics within the essay will be unbalanced. The writing may show some accuracy.</p> <p>Towards the top of the level, responses contain detailed factual material. However, attempts to argue relevantly are implicit or confined to introductions and conclusions. The approach will be descriptive rather than evaluative. Alternatively, responses may offer an analytical framework which contains some supporting material. Towards the lower end of the level, responses might offer some narrative or description relating to the topic, but are unlikely to address the question directly.</p>
4	17-21	<p>The essay will indicate attempts to argue relevantly, although often implicitly. The approach may be uneven and contain some analysis and explanation and some narrative or description. The essay will show evidence of knowledge of historical concepts and attempts may be made to use historical concepts to aid analysis. The structure of the argument could be organised more effectively. The writing will usually be accurate.</p> <p>Towards the top of the level, responses will make an explicit attempt to address the requirements of the question. Towards the lower end of the level, responses are likely to contain detailed factual material with some focused analysis, but the argument will be less coherent.</p>
5	22-25	<p>The essay will reflect a clear understanding of the question and a fair attempt to provide an argument and factual knowledge to answer it. The approach will contain analysis or explanation. The essay will show evidence of understanding of relevant historical concepts, and some use of these will be made in analysis.</p>

Band	Marks	Descriptors
		<p>The essay will be largely relevant. Most of the argument will be structured satisfactorily but some parts may lack full coherence. The essay will achieve a genuine argument but may be uneven in terms of balance or depth in factual knowledge. The writing will be generally accurate.</p> <p>Towards the upper end of the level, the response will be analytical and well informed. It will attempt to make a judgement although this may not be fully supported or convincing. Towards the lower end of the level, responses might be less well-supported or contain sections of narrative or description which are not linked to the argument.</p>
6	26-30	<p>The essay will be focused clearly on the demands of the question. The approach will be analytical or explanatory, demonstrating clear understanding of historical concepts relevant to analysis and to the topic. The essay will be relevant. The argument will be structured coherently and supported by accurate factual material. The essay will make a judgement and reach a reasoned conclusion in response to the question. The writing will be accurate.</p> <p>Towards the top of the level, responses are expected to be analytical, focused and balanced throughout. At the lower end of the level, there will be some unevenness in analysis.</p>