

History A-level NEA markscheme

Level	Mark	Descriptor		
1	1-8	Selects material <ul style="list-style-type: none"> A limited range of material has been identified for use in the enquiry and appropriately cited. Information taken from reading is mainly used illustratively and understanding of the issue in question is limited. Judgement on the question is assertive, with little or no supporting evidence, and contextual knowledge is not linked to it. Demonstrates only limited comprehension and analysis of the views in the three chosen works, selecting some material relevant to the question. Surface differences are noted as matters of information. Evaluation of the chosen works relates to their information rather than their argument, or is based on questionable assumptions. Some accurate and relevant knowledge is included but it lacks range and depth and does not directly address the enquiry. There are only limited attempts to structure the answer, and the answer overall lacks coherence and precision, but the work is concise 		
		Low-level 1: 1-2 marks The qualities of Level 1 are displayed, but material is less convincing in some aspects and it is not concise	Mid-level 1: 3-5 marks The qualities of Level 1 are displayed, but material is less convincing in some aspects or it is not concise.	High-level 1: 6-8 marks The qualities of Level 1 are securely displayed.
2	9-16	Attempts analysis and explanation <ul style="list-style-type: none"> A range of material relevant to the enquiry has been identified and appropriately cited. Information taken from reading shows limited attempts at selection and is used mainly illustratively, but shows some understanding of the overall issue in question. A judgement on the question is given but with limited support and is related to information, rather than specific issues of interpretation. Contextual knowledge is used only to expand on matters of detail in a work or to note some aspects that are not included. Attempts analysis of views in three chosen works by comparison and description of some points within them that are relevant to the debate, but limited understanding of the reasons for differences is shown. The evaluation recognises an element of argument in the chosen works but the criteria for judgement are routine or left implicit and substantiation is limited. Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the conceptual focus of the enquiry. The answer is concise and shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision. 		
		Low-level 2: 9-10 marks The qualities of Level 2 are displayed, but material is less convincing in some aspects and it is not concise	Mid-level 2: 11-13 marks The qualities of Level 2 are displayed, but material is less convincing in some aspects or it is not concise.	High-level 2: 14-16 marks The qualities of Level 2 are securely displayed.
3	16-24	Explains analysis and attempts evaluation <ul style="list-style-type: none"> A range of material relevant to the enquiry has been identified from reading and appropriately cited. Information has been appropriately selected and deployed to show understanding of the overall issue in question. A judgement on the question is related to some key points of view encountered in reading and discussion is attempted, albeit with limited substantiation. Contextual knowledge of some issues related to the debate is shown and linked to some of the points discussed. Analyses some of the views in three chosen works by selecting and explaining some key points and indicating differences. Explanation demonstrates some understanding of the reasons for differences. Attempts are made to establish valid criteria for evaluation of some arguments in the chosen works and to relate the overall judgement to them, although with weak substantiation. Mostly accurate and relevant knowledge is included to demonstrate some understanding of the conceptual focus of the enquiry, but material lacks range or depth. The answer is concise and shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision. 		
		Low-level 3: 16-18 marks The qualities of Level 3 are displayed, but material is less convincing in some aspects and it is not concise	Mid-level 3: 19-21 marks The qualities of Level 3 are displayed, but material is less convincing in some aspects or it is not concise.	High-level 3: 22-24 marks The qualities of Level 3 are securely displayed.
4	25-32	Analyses, explains and evaluates interpretations <ul style="list-style-type: none"> A range of material relevant to the enquiry has been identified from reading, appropriately cited and selected and deployed with precision to demonstrate understanding of the issues under debate. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth. Evidence from reading is used with discrimination to sustain a judgment on the question although selection may lack balance in places. Contextual knowledge of some of the issues is integrated in the discussion of aspects of the debate. Analyses the views in the chosen works and the differences between them, explaining the issues of interpretation raised. Explanation of points of view in three chosen works demonstrates some understanding of the basis of the arguments of the authors. Valid criteria are established by which the arguments in the three chosen works can be judged and they are applied in the process of making judgements, although some of the evaluations may be only partly substantiated. Knowledge is deployed to demonstrate understanding of the conceptual focus of the enquiry and to meet most of its demands. The answer is concise and generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision. 		
		Low-level 4: 25-26 marks The qualities of Level 4 are displayed, but material is less convincing in some aspects and it is not concise	Mid-level 4: 27-29 marks The qualities of Level 4 are displayed, but material is less convincing in some aspects or it is not concise.	High-level 4: 30-32 marks The qualities of Level 4 are securely displayed.
5	33-40	Sustained analysis, explanation and evaluation of arguments <ul style="list-style-type: none"> A range of material relevant to the enquiry has been identified from reading, appropriately cited and selected and deployed with precision to demonstrate understanding of the issues under debate. Most of the relevant aspects of the debate will be discussed in a sustained evaluative argument. Material from reading is used with discrimination to sustain a considered overall judgement on the question. Contextual knowledge of the issues is fully integrated into the discussion of the debate. Analyses the views in the chosen works and the differences between them, explaining the issues of interpretation raised. Explanation of points of view and differences between them demonstrates understanding of the basis of the arguments of the authors and the nature of historical debate. Valid criteria are established by which the arguments in the three chosen works can be judged and they are applied and fully justified in the process of making judgements. Knowledge is deployed to demonstrate understanding of the conceptual focus of the enquiry, and to respond fully to its demands. The answer is concise and well organised. The argument is logical and coherent throughout and is communicated with clarity and precision. 		
		Low-level 5: 33-34 marks The qualities of Level 5 are displayed, but material is less convincing in some aspects and it is not concise	Mid-level 5: 35-37 marks The qualities of Level 5 are displayed, but material is less convincing in some aspects or it is not concise.	High-level 5: 38-40 marks The qualities of Level 5 are securely displayed.