**A level Source Template**

*This table outlines a possible approach to writing an answer to the A level Source questions – Components 1 and 2, section A,*

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| **AO1 10 Marks**  | **AO2 10 Marks**  | **AO3 10 Marks**  |
| **Knowledge and understanding - base** | **Analysis – scrutiny and probing** | **Making a judgment – substantiated, not opinionated** |
| Points for in the source* A
* B
* C
* Etc

Points against in the source* X
* Y
* Z
* Etc

Enhance and exemplify the above points using own knowledge and understanding. Students are not required to bring in additional points for and against from own knowledge. | Consideration and probing of points FOR, looking for connections and linkages, to examine the issue in the question.* A
* B
* C
* Etc

Consideration and probing of points AGAINST, looking for connections and linkages, to examine the issue in the question.* X
* Y
* Z
* Etc
 | 1. Rank in importance the points for e.g. B C A
2. Rank in importance the points against e.g. Z Y X
3. Which side of the debate wins?
4. Why does it win?
5. Think holistically and reason through the conclusion
6. Reach and make a judgement and back it with facts and evidence, not mere opinion
7. Students may, but are not required to, consider, possible alternative constructive comments on reform/change, and the prospects/chance of change
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| If students choose to bring in additional points for and/or against which are not featured in the source, they can receive AO1 credit, but if they then analyse and evaluate those new points they will not receive AO2 and/or AO3 credit.  | No AO2 is rewarded if it relates to additional points raised by the student which are not featured in the source. | No AO3 is rewarded if it relates to additional points raised by the student which are not featured in the source. |