**IB History Essay Mark Scheme**

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|  | **Approach to the Question** | **Knowledge** | **Analysis** |
|  | **Demands of Q** | **Structure** | **World Topic** | **Examples** | **Critical Analysis** | **Perspectives** |
| 0 | Not understood | No obvious structure | No obvious knowledge | No relevant examples | No analysis | None |
| 1-3 | Little Understanding | Poorly structured | Little knowledge of the topic | Examples identified but vague, incorrect or irrelevant | No critical analysis. Unsubstantiated assertions and generalisations | N/A |
| 4-6 | Some understanding | Some attempt at structure but lacking clarity and coherence | Some knowledge demonstrated but inaccuracies/ irrelevancies. Superficial context | Specific examples identified but lack detail/relevance | Some limited analysis, but mainly narrative | N/A |
| 7-9 | Understanding but only partially addressed | Attempts at structured answer | Knowledge of topic is relevant and mostly accurate. Events in context | Appropriate examples chosen. Some links/ comparisons made | Mainly narrative but some critical comment, often unsustained | N/A |
| 10-12 | Question understood and addressed | Generally well structured. Some lack of clarity | Knowledge of topic is relevant and mostly accurate. Events in context and awareness of concepts | Appropriate and relevant examples supporting the analysis. Links and/ or comparisons made | Mainly clear and coherent critical analysis. Points mainly substantiated and consistent conclusion | Some awareness and evaluation of different perspectives |
| 13-15 | Clear focus with high level of understanding and implications | Well structured throughout | Knowledge of topic is relevant and accurate. Clear context and understanding of concepts | Appropriate and relevant examples used to effectively support analysis. Effective links and comparisons | Clear and coherent critical analysis.Points are substantiated. Response argues to a consistent conclusion | Evaluation of different perspectives integrated into answer. |