**IB History Paper Two – ESSAY COVER SHEET**

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| **NAME:** | **TARGET GRADE:** | **GRADE:** |
| **TARGETS:** *(Look at the comments on your marked essays.)* | | |

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| **Mark** | **Descriptor** |
| **13-15** | * Responses are **clearly focused**, showing a high understanding of the demands and implications of the question. * Responses are **well structured** and effectively organised. * **Knowledge** of the topic is **accurate and relevant**. Events are placed in their historical context, and there is a clear understanding of historical concepts. * The **examples** chosen to discuss **are appropriate and relevant**, and are used effectively to support the analysis/evaluation. The response makes **effective links and/or comparisons** (as appropriate to the question). The response contains clear and coherent **critical analysis**. * There is **evaluation of different interpretations**, and this evaluation is integrated effectively into the answer. * All, or nearly all, of the **main points are substantiated**, and the response argues to a **consistent conclusion.** |
| **10-12** | * The demands of the question are understood and addressed. * Responses are **generally well structured** and organised, although there is **some repetition** or lack of clarity in places. * **Knowledge** of the topic is **mostly accurate and relevant**. Events are placed in their historical context, and there is some understanding of historical concepts. * The **examples** chosen to discuss **are appropriate and relevant**, and are used to support the analysis/evaluation. The response **makes effective links and/or comparisons** (as appropriate to the question). The response contains **critical analysis, which is mainly clear and coherent**. * There is **some awareness** **and evaluation** **of different intepretations**. * Most of the main **points are substantiated** and the response argues to a **consistent conclusion**. |
| **7-9** | * The answer **shows an understanding** **of the question**, but it is only partially addressed. * There is **an attempt to follow a structured** approach. * **Knowledge** of the topic is **mostly accurate and relevant**. * Events are generally placed in their historical context. The **examples** that the student chooses to discuss **are appropriate and relevant**. The response makes links and/or comparisons (as appropriate to the question). * The response **moves beyond description** to include some analysis or critical commentary, but this is not sustained. |
| **4-6** | * The answer indicates **some understanding of the demands of the question**. * While there may be an attempt to follow a structured approach, the essay **lacks clarity and organisation**. * **Knowledge** of the world history topic is demonstrated, but **lacks accuracy and relevance**. There is a superficial understanding of historical context. * The student identifies specific examples to discuss, but these **examples are vague or lack relevance**. There is some **limited analysis**, but the response is **primarily narrative/descriptive in nature rather than analytical**. |
| **0-3** | * There is **little understanding of the demands of the question**. * The essay is **poorly structured** or, where there is a recognisable essay structure, there is **minimal focus on the task**. * **Little knowledge** of the topic is shown. * The student identifies examples to discuss, but these **examples are factually incorrect, irrelevant or vague**. The response contains **little or no critical analysis**. * The response may consist mostly of generalisations and poorly substantiated assertions. |

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