**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.**
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| **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**.
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| **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.
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| **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**.
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| **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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