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| **Mark** | **FOCUS ON QUESTION** | **KNOWLEDGE AND UNDESTANDING** | **CRITICAL ANALYSIS & ARGUMENT** |
| 1-3 | There is little understanding of the demands of the question. The response is poorly structured or, where there is a recognizable essay structure, there is minimal focus on the task. | Little knowledge is present. Where specific examples are referred to, they are factually incorrect, irrelevant or vague. | The response contains little or no critical analysis. It may consist mostly of generalizations and poorly substantiated assertions. |  |
| 4-6 | * The response indicates some understanding of the demands of the question.
* While there may be an attempt to follow a structured approach, the response lacks clarity and coherence.
 | * Knowledge is demonstrated but lacks accuracy and relevance.
* There is a superficial understanding of historical context.
* The answer makes use of specific examples, although these may be 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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| 7-9 | * The response indicates an understanding of the demands of the question, but these demands are only partially addressed. There is an attempt to follow a structured approach.
 | * Knowledge is mostly accurate and relevant. Events are generally placed in their historical context.
* Examples used are appropriate and relevant.
 | * The response moves beyond description to include some analysis or critical commentary, but this is not sustained.
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| 10-12 | * The demands of the question are understood and addressed. Answers are generally well structured and organized, although there may be some repetition or lack of clarity in places.
 | * Knowledge is accurate and relevant.
* Events are placed in their historical context, and there is a clear understanding of historical concepts.
* Examples used are appropriate and relevant, and are used to support the analysis/evaluation.
 | * Arguments are mainly clear and coherent.
* There is some awareness and evaluation of different perspectives.
 | * The response contains critical analysis.
* Most of the main points are substantiated.
* The response argues to a consistent conclusion.
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| 13-15 | * Responses are clearly focused, showing a high degree of awareness of the demands and implications of the question.
* Answers are well structured, balanced and effectively organized.
 | * Knowledge is detailed, accurate and relevant.
* Events are placed in their historical context, and there is a clear understanding of historical concepts. Examples used are appropriate and relevant, and are used effectively to support the analysis/evaluation.
 | * Arguments are clear and coherent.
* There is evaluation of different perspectives, and this evaluation is integrated effectively into the answer.
 | * The answer contains well-developed critical analysis.
* All, or nearly all, of the main points are substantiated.
* The response argues to a reasoned conclusion.
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***COMMENTS:***