**Paper 2 Essay:**

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| **Grade:**  | 1  | 2  | 3  | 4  | 5  | 6  | 7  |
| **Mark**:  | 0 - 2  | 3 - 4  | 5 - 7  | 8 - 9  | 10 - 12  | 13 - 14  | 15 - 20  |

**Simplified Level Rubrics:**

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| **SL/HL ESSAY (PAPER 2)** |
| 17 - 20 | **Clear analysis/argument**, with very specific **and relevant own knowledge, consistently and explicitly linked** to the question. A **balanced answer, with references to historical debate/historians** where appropriate. |
| 11 - 16 | **Relevant analysis/argument**, mainly clearly **focused on the question**, and with **relevant supporting own knowledge**. Factors identified and explained, but **not all aspects of the question fully developed or addressed.** |
| 8-10 | **EITHER** shows **reasonable relevant own knowledge**, identifying some factors, with limited focus/explanation – **but mainly narrative** in approach **OR** **coherent analysis/argument**, but **limited relevant/precise supporting own knowledge**. |
| 6-7 | Some **limited/relevant own knowledge**, but **not effectively linked** to the question. |
| 0-5 | **Short/general answer**, but with very little accurate/relevant knowledge and limited understanding of the question. |

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|  | **Understanding the question** | **Historical Knowledge** | **Analysis/critical commentary** | **Focus/ structure** | **Historical context (comparison/****contrast)** | **Historical interpretations** |
| 1-3 | Not met |  | Little/ no evidence | Vague/ unsupported assertions |  |
| 4-5 | Little | Present but inaccurate/ of marginal relevance |  | Minimal | Barely understood |  |
| 6-7 | Some | Limited quantity/ quality |  | Question partially addressed | May be present/ underdeveloped |  |
| 8-9 | Generally understood | Present. Not fully or accurately detailed. Narrative. | Limited argument needs support. May be present. | Attempt (chronological/ thematic) | Attempt to show understanding |  |
| 10-12 | Understood, not all implications considered | Largely accurate | May be present | Clear attempt | Events generally placed in context. Process present, e.g. comparison/contrast | Some awareness but not based on relevant knowledge |
| 13-15 | Clearly focused | Specific, applied as evidence. | Critical commentary used appropriately | Specific argument | Events placed in context. Sound understanding of processes. | Evaluation of approaches **may** be used to substantiate arguments |
| 16-20 | Full awareness of demands of the question. May challenge it, if appropriate. | Detailed, used as evidence to support assertions and arguments | Critical commentary used appropriately | Clearly structured and focused | Used appropriately and effectively. | Used appropriately and effectively. |