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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 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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| 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 of the world history 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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| 10-12 | * The demands of the question are understood and addressed. Responses are generally well structured and organized, although there is some repetition or lack of clarity in places.
 | * Knowledge of the world history topic is mostly accurate and relevant.
* Events are placed in their historical context, and there is some understanding of historical concepts.
 | * The examples that the student chooses 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 perspectives. Most of the main points are substantiated and 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.
 | * Knowledge of the world history topic is accurate and relevant.
* Events are placed in their historical context, and there is a clear understanding of historical concepts
 | * The examples that the student chooses 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 perspectives, 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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***COMMENTS:***