|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **1-3 Marks** | **4-6 Marks** | **7-9 Marks** | **10-12 Marks** | **13-15 Marks** |
| **Focus on the demands of the question** | There is little understanding of the demands of the question. | Indicates some understanding of the demands of the question. | There is an understanding of the demands of the question, but there are only partially addressed. | The demands of the question are understood and addressed. | Clearly focused, showing a high degree of awareness of the demands and implications of the question. |
| **Structure & Organization** | Poorly structured or, where there is a recognizable essay structure, there is minimal focus on the task. | There may be an attempt to follow a structured approach; the response lacks clarity and coherence. | There is an attempt to follow a structured approach. | Generally well structured and organized, although there is some repetition or lack of clarity in places. | Well structured, balanced and effectively organized. |
| **Knowledge & Examples** | Little knowledge is present. There are examples but they are factually incorrect, irrelevant, or vague. | Knowledge is demonstrated, but lacks accuracy and relevance. There are specific examples, but these are vague or lack relevance. | Knowledge is mostly accurate and relevant. Examples are appropriate and relevant. | Knowledge is accurate and relevant. Examples are appropriate and relevant. | Knowledge is detailed, accurate and relevant. Examples are appropriate and relevant. |
| **Historical Context** |  | There is a superficial understanding of historical context. | Events are generally placed in their historical context. | Events are mostly placed in their historical context. | Events are placed in their historical context. |
| **Historical Concepts** |  |  | Vague understanding of historical concepts. | Inconsistent understanding of historical concepts. | Clear understanding of historical concepts. |
| **Analysis** | The response contains little or no critical analysis. The response may consist mostly of generalizations and poorly substantiated assertions. | There is some limited analysis, but the response is primarily narrative/ descriptive in nature rather than analytical. | The response moves beyond description to include some analysis or critical commentary, but this is not consistently sustained. | Contains critical analysis, which is mainly clear and coherent. Examples are used to support the analysis/evaluation. Most of the main points are consistently sustained. | Clear and coherent, well developed critical analysis. Examples are used effectively to support the analysis/evaluation. All, or nearly all of the main points are substantiated. |
| **Different Perspectives** |  |  |  | Some awareness and evaluation of different perspectives. | There is evaluation of different perspectives, and this is integrated effectively. |
| **Conclusion** |  |  | An attempt to link the argument established in the introduction. | Conclusion is mostly consistent with the argument established in the introduction. | Conclusion is consistent with the argument established in the introduction. |