

| | 4-6 | 7-9 | 10-12 | 13-15 |
|--|---|--|--|---|
| Addressing the demands of the question | The answer indicates some understanding of the demands of the question. | The answer indicates an understanding of the demands of the question, but these demands are only partially addressed. | The demands of the question are understood and addressed. | Answers are clearly focused, showing a high degree of awareness of the demands and implications of the question. |
| Historical Knowledge | Knowledge is demonstrated but lacks accuracy and relevance. | Relevant, mostly accurate and appropriate historical knowledge is present and applied as evidence. Events are generally placed in their historical context. | 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/argument. | Knowledge is detailed, accurate and relevant. Events are placed in their historical context. There is a clear understanding of historical concepts. Examples are appropriate and relevant. They are used effectively to support the analysis/argument. |
| Critical analysis and interpretations | Answers are presented in a narrative or descriptive manner rather than analytical. | The answer moves beyond description to include some analysis or critical commentary but this is not sustained. | 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, and the answer argues to a consistent conclusion. | Arguments are clear and coherent. There is evaluation of different perspectives, and this evaluation is effectively integrated into the answer. The answer contains well-developed critical analysis. All, or nearly all, of the main points are substantiated, and the response argues to a reasoned conclusion. |
| Use of historical skills: structure, use of evidence, evaluation & explanation | There may be an attempt to follow a structured approach, the answer lacks clarity or coherence. | There is an attempt to follow a structured approach although there may be some repetition or lack of clarity in places. | Answers are generally well structured and organised. | Answers are well structured and clearly expressed, balanced and well organised. |

Mark Scheme Ib History Paper 3

Allan Todd



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