



2011 History

Higher Extended Essay

Finalised Marking Instructions

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Marking Instructions

The Extended Essay is marked out of 30. The essay is designed to permit each candidate to *research and produce an **independent** piece of work in which he/she:*

- identifies clearly a suitable issue
- demonstrates knowledge and understanding of the issue, its context and related concepts
- selects, organises and presents relevant evidence from a variety of sources
- develops the line(s) of argument and substantiates these with evidence
- reaches an appropriate conclusion based on the evidence and argument presented.

The Plan

The essay **must** be accompanied by a plan of not more than 200 words. The intention of the plan is to reduce the importance of memory in the essay, thus making it a better test of the skills described above. It also stands as evidence that the essay has been produced in the correct manner as provided by the Arrangements document. Should an essay **not** be accompanied by a plan, or should the plan be blatantly in excess of the prescribed limit, the essay should be marked normally. Thereafter you may deduct up to 10 marks as a penalty for non-compliance with the regulations, in accordance with the advice given at the Markers' Meeting. All such deductions should be noted on the fly sheet, and the script then referred to the Principal Assessor in case any further investigation proves to be necessary. It should, however, be noted that there is no need to count the words in every plan which looks slightly long.

The Grid

Marks should be entered on the grid on the Flyleaf, using criteria for each aspect of the essay.

The criteria provide guidance as to the features of Extended Essays categorised as meriting reward. Many Essays will exhibit some, but not all, of the features listed; others will be stronger in one area than another. To reward candidates for what they have achieved, the features of the Essay are awarded maximum marks as indicated below:

Element to be awarded	Degree to which the candidate is meeting the criteria					
Introduction/Conclusion [S]	1	2	3	4	5	6
Argument [A]	1-2	3-4	5-6	7-8	9-10	11-12
Knowledge [KU]	Up to 12 marks are awarded based on valid points made.					

For **Structure** [S], marks are awarded using the criteria statements for the Introduction and Conclusion.

For **Argument** [A], marks are awarded using the criteria statements. There is a higher and a lower mark in each range and these should be used to reflect the degree to which the criteria are met.

Marks for **Knowledge** [KU] are awarded for each recognisable and relevant point, up to a maximum of 12 marks. Points that are developed may be credited with 2 marks.

Points made can only be credited under one heading.

If in doubt, go with the candidate.

Criteria Statements

Structure (Introduction + Conclusion)

1 mark	<p>The introduction establishes minimal context or line of argument or factors to develop.</p> <p>A conclusion is linked to the topic. It may be implicit.</p>
2 marks	<p>The introduction establishes context or line of argument or factors to develop.</p> <p>The conclusion is a summary linked to the topic.</p>
3 marks	<p>The introduction establishes context and either line of argument or factors to be developed.</p> <p>The conclusion is an explicit summary linked to the chosen issue.</p>
4 marks	<p>The introduction establishes the context, demonstrates a line of argument and indicates relevant factors to be developed.</p> <p>The conclusion is clearly based on the evidence presented and directly relates to the chosen issue.</p>
5 marks	<p>The introduction clearly establishes the context, demonstrates a solid line of argument and indicates relevant factors to be developed.</p> <p>The conclusion is directly related to the chosen issue and clearly based on the arguments and evidence presented.</p>
6 marks	<p>The introduction is substantial and clearly sets the issue in its wider context, establishes a coherent line of argument and takes into account a range of relevant factors to be developed.</p> <p>The conclusion is clear and balanced, summarising the arguments, and coming to an overall judgement directly related to the chosen issue.</p>

Argument/Evaluation

- 1-2 marks** The style is narrative and descriptive in approach. Comment, though relevant to the *topic*, will fail to address the chosen issue.
- 3-4 marks** Some comment is used that recognises the overall chosen *issue* eg after a narrative about Robert the Bruce: 'this shows that Bruce was important in Scotland gaining independence'
- 5-6 marks** Some comments are made that recognise the *issue* being addressed in the question. This may have elements of 3-4, but will be more consistent throughout the essay.
- 7-8 marks** There is analytical comment appearing in paragraphs that relates to the *issue* eg after a paragraph about Bruce's military ability: 'this meant that Bruce's armies were better able to defeat the English or avoid them altogether.'
- 9-10 marks** There is consistent analytical comment throughout the paragraphs in the essay eg 'this shows that Bruce had a good understanding of the fact that it was important to keep Scottish castles out of English hands at all costs' OR 'This shows that, unlike Wallace, Bruce was able to keep his schiltrons mobile which contributed to the eventual military victory.'
- 11-12 marks** The evidence is integrated into a developed, fluent and sustained analysis. The analysis is supported by the evidence rather than comment being made on the evidence given. There is more awareness of the debate surrounding historical issues at this level eg 'even though Bruce was considered to be a good military commander, he mostly faced weaker and less organised English forces' OR 'even Bruce's great victory at Bannockburn can be argued as being an English loss rather than a Scottish triumph'.

Markers should note that no comments should be written on the script. However markers MUST use the following codes in the margin to indicate where credit has been given:

- K** for a point of knowledge and understanding
- K+** for where a previously mentioned point has been developed
- A** for an argument or evaluation (this is not credited specifically, but acts as a reminder when the quality of argument and evaluation is being assessed).
- S** for a point of structure, again acting as a reminder rather than being credited specifically.

Where markers wish to comment on the marking of the essay, they should use the space for comment under the grid on the flyleaf.

[END OF MARKING INSTRUCTIONS]