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|  | **0 - 4** | **5 - 8** | **9 -12** | **13- 16** | **17 - 20** |
|  | *1* | *2* | *3* | *4* | *5* |
| Q Question | Answer reveals little understanding of the question.  | Answer indicates the question is generally understood. | Answer indicates the demands of the question are addressed but not all implications considered. | Answers are clearly focused responses to the demands of the questions. | Answers are clearly focused responses with high awareness to the demands of the question. Where appropriate, may challenge the question successfully. |
| Historical Knowledge | Historical details are present but largely inaccurate. | Historical knowledge is present but unevenly applied throughout. | Largely accurate in-depth historical knowledge is present and applied as evidence. | Relevant historical knowledge is applied as evidence and inconsistent critical commentary. | In-depth and accurate historical knowledge is applied consistently and convincingly to support critical commentary. |
| Historical Context | There is little or no understanding of historical context or processes. | Some attempt to place events in their historical context. | Events are generally placed in their historical context. | Sound understanding of historical processes and compare and contrast (as appropriate). | Events are placed in their historical context. Clear understanding of historical processes and comparison and contrast (as appropriate). |
| Writing | Little to no essay structure and answers are poorly substantiated assertions.  | Recognizable essay structure but question is only partly addressed but attempt at a theme/chronology is present. | Structures answer using chronology or theme. Synthesis is under-developed.  | Answers are well structured with evidence and relevant historical arguments. Synthesis is present but not always effective. | Answers are well structured and clearly expressed, using evidence to support relevant and well-focused arguments. Synthesis is highly developed with critical commentary. |