

IB Paper 2 Rubric

Marks	Level descriptor	
0	Answers do not reach a standard described by the descriptors below.	F -
1–3	The response contains <u>little or no critical analysis</u> . The response may consist <b>mostly of generalizations and poorly substantiated assertions</b> .	F
4–6	There is <b>some limited analysis</b> , but the response is <b>primarily narrative/descriptive</b> in nature <u>rather than analytical</u> .	D
7–9	The response moves beyond description to include <b>some analysis</b> or critical commentary, but this is not sustained.	C
10–12	The response <b>contains critical analysis</b> , which is mainly <u>clear and coherent</u> . There is <b>some awareness and evaluation of different perspectives</b> . Most of the main points are substantiated and the response argues to a consistent conclusion.	B
13–15	The response <b>contains clear and coherent critical analysis</b> . There is evaluation of <b>different perspectives</b> , and this <b>evaluation is integrated effectively into the answer</b> . All, or nearly all, of the <b>main points are substantiated, and the response argues to a consistent conclusion</b> .	A

## IB Paper 2 Rubric extended

Marks		Level descriptor
13–15	A	<p>Responses are <b>clearly focused</b>, showing a <b>high degree of awareness of the demands and implications of the question</b>. Answers are <b>well structured and effectively organized</b>. Knowledge of the world history topic is <b>accurate and relevant</b>. Events are placed in their <b>historical context</b>, and there is a <b>clear understanding of historical concepts</b>.</p> <p>The <b>examples</b> that the student chooses to discuss are <b>appropriate and relevant</b>, and are <b>used effectively to support the analysis/evaluation</b>. The response makes <b>effective links and/or comparisons</b> (as appropriate to the question). The response contains <b>clear and coherent critical analysis</b>. There is <b>evaluation of different perspectives</b>, and this <b>evaluation is integrated effectively into the answer</b>. All, or nearly all, of the <b>main points are substantiated</b>, and the <b>response argues to a consistent conclusion</b>.</p>
10–12	B	<p>The <b>demands of the question are understood and addressed</b>. Answers are <b>generally well structured and organized</b>, although there is <b>some repetition</b> or lack of clarity in places. Knowledge of the world history topic is <b>mostly accurate and relevant</b>. Events are <b>placed in their historical context</b>, and there is <b>some understanding of historical concepts</b>.</p> <p>The <b>examples</b> that the student chooses to discuss are <b>appropriate and relevant</b>, and are <b>used to support the analysis/evaluation</b>. The response makes <b>effective links and/or comparisons</b> (as appropriate to the question). The response contains <b>critical analysis, which is mainly clear and coherent</b>. There is <b>some awareness and evaluation of different perspectives</b>. <b>Most of the main points are substantiated and the response argues to a consistent conclusion</b>.</p>
7–9	C	<p>The response indicates an <b>understanding of the demands of the question</b>, but these demands are only partially addressed. There is an <b>attempt to follow a structured approach</b>. Knowledge of the world history topic is <b>mostly accurate and relevant</b>. Events are <b>generally placed in their historical context</b>.</p> <p>The <b>examples</b> that the student chooses to discuss are <b>appropriate and relevant</b>. 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.</p>
4–6	D	<p>The response indicates <b>some understanding of the demands of the question</b>. While there may be an <b>attempt to follow a structured approach, the response lacks clarity and coherence</b>. Knowledge of the world history topic is demonstrated, but lacks accuracy and relevance. There is a superficial understanding of historical context.</p> <p>The student <b>identifies specific examples to discuss, but these examples are vague or lack relevance</b>. There is some limited analysis, but the response is primarily narrative/descriptive in nature rather than analytical.</p>
1–3	F	<p>There is <b>little understanding of the demands of the question</b>. The answer is <b>poorly structured</b> or, where there is a recognizable essay structure, there is minimal focus on the task. <b>Little knowledge</b> of the world history topic is present.</p> <p>The student <b>identifies examples to discuss, but these examples are factually incorrect, irrelevant or vague</b>.</p> <p>The response contains <b>little or no critical analysis</b>. The response may consist <b>mostly of generalizations and poorly substantiated assertions</b>.</p>
0	F -	Answers do not reach a standard described by the descriptors above.

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	<b>Factual Information</b>	<b>Analysis</b>	<b>Perspective/Evaluation</b>	<b>Thesis/Conclusion</b>
0				
1-3	generalizations and unproven assertions	Little or no analysis	<i>Not possible with generalizations and assumptions or little to no analysis</i>	<i>Not possible without different perspectives influencing the evaluation.</i>
4-6	Specific, adequate, and varying.	Some <u>limited</u> analysis	<i>Not possible with limited analysis</i>	<i>Not possible without different perspectives influencing the evaluation.</i>
7-9	<i>Specific, adequate, and varying.</i>	Some analysis	<i>Not possible without critical analysis</i>	<i>Not possible without different perspectives influencing the evaluation.</i>
10-12	<i>Specific, adequate, and varying.</i>	Contains critical analysis that is clear and coherent	Some awareness of different perspectives	Most main points are substantiated and response argues a constant conclusion
13-15	<i>Specific, adequate, and varying.</i>	<i>Contains critical analysis that is clear and coherent</i>	Clear evaluation of different perspectives	All, or nearly all, of the main points are substantiated, and the response argues to a consistent conclusion and evaluation is integrated effectively into the answer.