

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 mostly of generalizations and poorly substantiated assertions .	F
4–6	There is some limited analysis , but the response is primarily narrative/descriptive in nature <u>rather than analytical</u> .	D
7–9	The response moves beyond description to include some analysis or critical commentary, but this is not sustained.	C
10–12	The response contains critical analysis , which is mainly <u>clear and coherent</u> . There is some awareness and evaluation of different perspectives . Most of the main points are substantiated and the response argues to a consistent conclusion.	B
13–15	The response contains clear and coherent critical analysis . There is evaluation of different perspectives , and this evaluation is integrated effectively into the answer . All, or nearly all, of the main points are substantiated, and the response argues to a consistent conclusion .	A

IB Paper 2 Rubric extended

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

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	Factual Information	Analysis	Perspective/Evaluation	Thesis/Conclusion
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.