

Simplified Essay Rubric (IB paper 3)

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| L1 | F | "No real understanding or knowledge" ▪ Demands of the question are not understood; ▪ Knowledge is irrelevant or absent; ▪ Structure is incoherent (e.g. a list of bullet points) | 0-3 |
| L2 | D-/F | "Little understanding; little knowledge" ▪ Demands of the question are vaguely understood; ▪ Knowledge is vague and poorly applied; ▪ Structure is lacking in coherence (e.g. no paragraphs) | 4-5 |
| L3 | D | "Limited understanding; limited knowledge" ▪ Demands of the question are only partially understood; ▪ Knowledge is accurate, but limited in relevance and scope; ▪ Structure is basic (e.g. paragraphs in no obvious order) | 6-7 |
| L4 | C | "Narrative with bolt-on analysis" ▪ Demands of the question are generally understood; ▪ Knowledge is accurate and relevant, but limited in scope; ▪ Structure is narrative, with analysis "bolted-on" to the facts | 8-10 |
| L5 | B | "Analytical but lacking in breadth and / or depth" ▪ Demands of the question are understood but not fully addressed; ▪ Knowledge is accurate, relevant, and adequate in scope; ▪ Structure is analytical, with narrative backing up the arguments | 11-13 |
| L6 | A- | "Analytical, with breadth and depth" ▪ Demands of the question are understood and fully addressed; ▪ Knowledge is accurate, relevant and comprehensive in scope; ▪ Structure is consistently analytical | 14-16 |
| L7 | A | "As above, with a good use of historiography and / or a challenge to the assumptions of the question" ▪ Historiography = Views of different schools of historians ▪ Assumptions of the question = Points of view within the question that could be challenged (e.g. "Was terror the main reason why Hitler successfully controlled the German people?" assumes that he <i>was</i> successful, which a L7 candidate might challenge – at least in a concluding paragraph) | 17-20 |

Students should provide an original thesis statement that is clear, arguable, provable, and specific. The thesis should be defended with adequate and varied historical facts that are analyzed and show a clear proof of the thesis. The analysis is broken into clear points stated in each paragraph's topic sentence and concluded in such a way that it relates the single point of the paragraph to the overall thesis allowing for a transition into the next point/paragraph. The paragraphs are logically arranged to create a strong argument.

Analysis of factual information should be considered the causes and consequences of actions and events. Additionally, the causes and consequences should focus on continuity versus change over time. Analysis should consider various perspectives and the possible limitations of the analysis and illustrate how those limitations can be overcome. Finally, each cause, consequence, change, or continuity should be mentioned along with their significance and relation to the other factors.