

MARKSCHEME

November 2001

HISTORY OF THE ISLAMIC WORLD

Higher and Standard Level

Papers 1, 2 & 3

HL/SL Paper 1

There is a clear distinction between questions which must be answered only on evidence to be found in the documents and those where candidates are asked to use their own knowledge. No credit must be given in the first type of question for knowledge external to the documents.

Questions in a document-based exercise can usually be classified as one of five types, depending on the nature of the question. These five types can be arranged on a spectrum, from questions which do not require that historical knowledge be brought to bear on the document to questions that compel the use of such knowledge. The five types are briefly described below and the criteria for awarding marks to each type are also described. Examiners should first classify questions they are responsible for marking and then award marks in relation to the total marks allocated for each question which are indicated beside it in brackets, based on a holistic judgement of the extent to which the response has met the stated criteria. In assessing answers it will be helpful to establish the type of each sub-question. In some cases the question may require a mixed classification, for example: comprehension/analysis, comprehension/application, analysis/evaluation.

Comprehension

Comprehension questions require that the candidate understand the verbal, quantitative or pictorial message of a document. Such questions may presuppose some very basic historical knowledge on his or her part. Marks should be awarded according to the extent to which the candidate can put into his or her own words the explicit message of the document. Candidates who aptly interpret the essential message of the document should also be deemed to have met the criterion for comprehension.

Analysis

Analysis questions, like comprehension questions, require that the candidate deal with the document essentially on its own terms, although some historical knowledge may come into play. Analysis questions are more demanding than comprehension questions in that they require the candidate to make inferences, perceive internal relationships etc. Some of these questions will require candidates to compare and contrast two or more documents. Marks should be awarded according to the extent to which the candidate can persuasively explain the principal logical or emotive aspects of the documents.

Application

Application questions require that the candidate bring historical knowledge to bear on the document, or place the document in a wider context in a way that demonstrates an understanding of the document beyond what is possible from an internal analysis. Marks should be awarded according to the extent to which the candidate can apply relevant knowledge to the document at an appropriate level of conceptual sophistication.

Evaluation

Evaluation questions require that the candidate make a judgement about the document based upon some external standard or criteria, such as reliability of evidence, correctness of historical interpretation etc. Marks should be awarded according to the extent to which the candidate can explain the standard/criteria on which judgement is based, and can make an apt choice of evidence from the document to sustain his or her case.

Synthesis

Synthesis questions require that the candidate write a 'mini-essay' on some aspect of history for which the document serves only as a starting point. Marks should be awarded according to the extent to which the candidate can synthesis a breadth and/or depth of relevant knowledge at an appropriate level of conceptual sophistication. To the extent feasible, the candidate should also make clear the connection between his or her knowledge and the document.

HL/SL Paper 2 and HL Paper 3

Criteria of evaluation

Essay questions set candidates a clearly defined task and it is therefore possible to identify specific criteria against which answers should be assessed. Examiners should ask themselves the following questions.

To what extent has the candidate demonstrated:

- an adequate knowledge of the subject or topic on which the question is based;
- an ability to select and use knowledge relevantly and effectively to respond to the requirements of the question;
- an understanding of the demands and the scope of the question;
- an ability to plan an answer geared to meet the demands of the question;
- a range of skills?

The skills will include the ability to:

- analyse and synthesise knowledge and evidence;
- write clear, accurate narrative when appropriate;
- construct coherent, convincing, well-supported arguments;
- discuss and explain;
- compare and contrast;
- exercise critical judgement in the evaluation of different interpretations and conflicting evidence.

Precisely which of these skills and abilities the candidate is expected to demonstrate will depend upon the nature of the question.

Bearing in mind the criteria given above, the following Mark Band descriptions should be used in the assessment of each essay answer.

Mark Band 16-20

In addition to the qualities described in Mark Band 13-15, the candidate's work shows a confidence and assurance in the handling of evidence and a well developed and critical sense of historical judgement. At the top of this band the candidate will demonstrate some originality and distinction. This may be shown in a number of ways: in a readiness to challenge the assumption implied in a question; in a clear awareness of different historical interpretations.

Mark Band 13-15

The knowledge shown is mostly accurate and has been selected relevantly and used effectively. The candidate shows a good grasp of the demands and implications of the question and deals with all or most of the issues. The answer is well organised and the candidate demonstrates a range of well developed skills such as the ability to write clear narrative, to analyse and synthesise, to offer explanations, to make running comparisons and contrasts and to develop coherent and convincing arguments. There is an indication of wide reading, some of it reflecting recent scholarship, and an ability to evaluate the evidence this provides.

Mark Band 10-12

The knowledge shown is generally accurate, relevant and adequate to support a sound answer. The candidate has sufficient understanding of the question to respond to its main requirements. The answer demonstrates an ability to exercise adequately developed skills appropriate to effective answering of the question. The answer is well organised.

Mark Band 8-9

The knowledge shown is limited but just enough to support a satisfactory answer. It is not always accurate and not all directly relevant. The main requirements of the question are understood but its full implications are not grasped. All aspects are not, therefore, addressed. The ability to organise a well planned answer is limited. Skills are demonstrated at a basic level. Much of the answer is presented in narrative form. The candidate seems to have relied on the reading of a basic textbook and/or notes and there is little evidence of the ability to exercise critical judgement and independent thought.

Mark Band 6-7

The knowledge shown is not sufficient to provide the basis for a satisfactory answer. Moreover, some of it is inaccurate and much of it has little relevance to the question. There is evidence that the candidate has some idea of what the question is about and some of its requirements are addressed, though very inadequately. The presentation of the answer is confused and disorganised and any demonstration of skills is at a very simple level.

Mark Band 4-5

The knowledge shown is very limited, mostly inaccurate and of marginal relevance to the question. It is far from adequate to support a satisfactory answer. There is no attempt to organise an answer that will address the demands of the question effectively. Evidence of the ability to exercise skills, even at the simplest level, is hard to find.

Mark Band 0-3

There is very little or no relevant knowledge and no real understanding of what the question is about. The candidate's answer is no more than a collection of isolated "facts" or generalisations bearing little relation to each other or to the question. There is no evidence of any ability to exercise appropriate skills.
