

**OPTION INTERNATIONALE DU BACCALAUREAT – SPECIMEN PAPER 2020-2021
SECTION BRITANNIQUE - SUJETS: HISTOIRE-GEOGRAPHIE**

GUIDANCE NOTES FOR MARKING THE H/G SPECIMEN PAPER

This document consists of some general marking guidance (pages 1 and 2) and the generic marking criteria (page 3).

GENERAL MARKING GUIDANCE

GENERAL MARKING PRINCIPLE 1- The importance of the generic marking criteria

The work of an examiner is to assess each candidate in the three broad areas - Knowledge (Kn), Understanding (Un) and Skills (Sk). The generic marking criteria (page 3) reflect these abilities. Specifically, the written paper tests the candidate's ability to:

- Recall relevant knowledge and use appropriate and precise examples and/or case studies to support an answer.
- Show understanding of the relevant ideas and concepts.
- Select, use and interpret material from a variety of sources.
- Present relevant information and appropriate evidence in written or cartographic form, placing material in its relevant context, and showing an understanding of the interaction between people, places and events.
- Develop evidence-based arguments in written and cartographic form, structuring the response clearly, logically and effectively, in order to reach substantiated conclusions.
- Analyse, evaluate and provide evidence-based judgements.

GENERAL MARKING PRINCIPLE 2 - Positive marking

Candidates' responses must be marked positively, not negatively. Positive marking involves seeking to award credit where it is deserved. In particular, you are encouraged not to look for fully comprehensive answers and to accept teaching approaches to topics which differ from your own - do not start marking a response with your own 'model answer' in mind. You should not 'knock marks off' for work containing errors – errors should be ignored unless they directly contradict a correct point that has been made. Cambridge does not penalise work you might consider to be 'messy', for example with crossings out.

GENERAL MARKING PRINCIPLE 3 - Use the full range of marks

Use the full mark range, as long as it is appropriate for the responses being assessed. Full marks should be awarded for an exceptionally good answer. However, it is unusual to grade an answer 'Very Weak'. This is only appropriate where the response is mostly incomplete.

GENERAL MARKING PRINCIPLE 4 – Transfer of Credit

Whilst the candidate's selection and application of material relevant to each part of a question is an ability to be assessed, some transfer of credit between the two parts of a question is admissible, especially where a candidate has not differentiated clearly between each part of the question.

GENERAL MARKING PRINCIPLE 5 – The Principle of 'Best Fit'

Where a response displays characteristics of two different mark bands e.g. between *Bare pass* and *Satisfactory*, use your judgement to decide which band best sums up its character. This is the principle of 'best fit'. Please note that a response does not need to meet **all** the criteria of a mark band to be placed within it. Not all statements apply equally to every type of question. When using the generic marking criteria, candidates do not have to achieve every aspect to be awarded a level – it is a 'best fit'. **Three out of five statements are certainly enough for a grade to be awarded.**

GENERAL MARKING PRINCIPLE 6 – Benefit of the Doubt

Credit should be given for any response which includes points, arguments and examples which are correct and relevant. Similarly, when there is difficulty in deciding which level of the generic mark scheme best fits a response, candidates should be given the 'benefit of the doubt'.

Mark allocation

Marks are allocated to each part of a question (i.e. /8, and /12). Please do not use half marks in the parts of a question or in whole questions – always round up.

Paper structure and question structure

Each question is structured in two parts. Each essay question has two clearly defined elements (parts) within it. The document-based questions (DBQ) both have two parts, designated (a) and (b). Whilst the subdivision of marks for the questions is not printed on the question paper, the allocation is as follows:

- First element of the essay and part (a) of the DBQ 8 marks
- Second element of the essay and part (b) of the DBQ 12 marks

The first part of an essay question usually asks for an explanation i.e. a lower level of demand than for the second part which is an extended piece of writing involving higher level skills, such as the presentation of an argument with a conclusion, an assessment, or an evaluation. This second part of the essay is much broader in conception and provides a stimulus for the candidate's own response. Candidates are expected to select their own examples/case studies, evidence, and material in support of their explanation in the first part and their argument/analysis in the second part.

In part (a) of the document-based questions (DBQ), candidates should not be given credit for simply *describing* the documents, as some do, but only from meeting the specific demand(s) of the question.

In part (b) of the DBQ, candidates should develop an answer drawing on the document(s) to some extent, but also on their wider knowledge and understanding of the topic. A variety of approaches and responses can be expected here, and as such it is more difficult to offer specific marking guidelines. Examiners are asked to use their experience of history and/or geography to assess each response using the generic marking criteria on the next page.

GENERIC MARKING CRITERIA FOR THE OIB H/G SPECIMEN PAPER

/8	/12	Performance descriptors for the six bands/levels
8	11–12	<p>Very good</p> <ul style="list-style-type: none"> • Extensive, detailed and well-directed knowledge • Very good understanding with a “big picture” approach • High ability to analyse, evaluate and provide evidence-based judgements • Highly skilled interpretation and use of the documents • Devises and structures response very effectively
6–7	9–10	<p>Good</p> <ul style="list-style-type: none"> • Good, detailed knowledge, directed effectively • Good level of understanding, developing ideas within a firm subject context • Good ability to analyse, evaluate and provide evidence-based judgements • Skilled interpretation and use of the documents • Devises and structures response well
5	7–8	<p>Satisfactory</p> <ul style="list-style-type: none"> • Appropriate knowledge • Satisfactory understanding, with some elements of subject context • Some ability to analyse, evaluate and provide judgements • Clear interpretation and use of the documents • Devises a simple, clear structure for the response
4	6	<p>Bare pass</p> <ul style="list-style-type: none"> • Basic knowledge • Basic understanding and limited awareness of subject context • Analysis, evaluation and use of evidence is basic • Basic approach to the documents; limitations in interpretation and/or use • Gives response a basic structure
3	4–5	<p>Weak</p> <ul style="list-style-type: none"> • Knowledge is restricted in scope, depth or detail • Understanding is restricted and/or faulty • Approach is largely descriptive or analysis is weak or faulty. Evaluation lacks supporting evidence • Weak approach to the interpretation and use of the documents • Devises and structures response weakly or offers fragments/notes or an unfinished response
1–2	1–3	<p>Very weak</p> <ul style="list-style-type: none"> • Very little relevant knowledge – a few basic facts • Little or no understanding • Little or no analysis or evaluation. No judgements offered • Very weak approach to the interpretation and use of the documents • Devises and structures response very weakly or offers only fragments
0	0	No response

NB: It is unusual to use 'Very Weak'. Only do this where the response is mostly incomplete.

SPECIMEN PAPER