**Higher Essay**

**Award of Marks**

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| **Skills** | **0 Marks** | **1 Mark** | **2 Marks** | **3 Marks** | **4 marks** | **Mark** |
| Placing the issue in its historical context  **2 Marks** | Candidate makes one or two factual points but these are not relevant. | Candidate establishes the background to the issue and identifies relevant factors. | Candidate establishes the background to the issue, identifies relevant factors and connects these to the line of argument |  |  |  |
| Analysing different factors contributing to an event or development  **6 Marks** | There is a narrative response. | **1 mark** for each comment which analyses the factors in terms of the question. | Maximum of **4 marks** will be awarded for comments which address different aspects of individual factors. | **2 extra marks** can be given for comments which provide counter arguments or link factors together. | **2 extra marks** can be given for comments which provide counter arguments or link factors together. |  |
| Evaluating factors to develop a line of argument  **4 Marks** | No evidence of an overall judgement being made. | **1 mark** should be awarded where the candidate makes an isolated evaluative comment on an individual factor that recognises the topic of the question. | **2 marks** should be awarded where the candidate makes isolated evaluative comments on different factors that recognise the topic of the question. | **3 marks** should be awarded where the candidate connects their evaluative comments to build a line of argument that recognises the issue. | **4 marks** should be awarded where the candidate connects their evaluative comments to build a line of argument focussed on the terms of the question. |  |
| Using knowledge to support factors  **6 Marks** | No evidence is used to support the conclusion. | **1 mark** will be awarded for each developed point of knowledge used to support a factor or area of impact. | Points must be relevant to the issue in the question.  Developed by providing additional detail, exemplification, reasons or evidence  Used to respond to the demands of the issue i.e. explain, analyse | **1 mark** for each relevant point of knowledge used to support a factor, up to a maximum **of 6 marks** | **1 mark** for each relevant point of knowledge used to support a factor, up to a maximum **of 6 marks** |  |
| Coming to a conclusion about the issue  **2 Marks** | No overall judgement is made on the issue. | Candidate makes a summary of points made. | Candidate makes an overall judgement between the different factors in relation to the issue. |  |  |  |

Read your essay and check that you have sufficient emphasis on each of the above points to ensure that you qualify for the marks. Make sure that your essay is not too descriptive and that you analyse and evaluate the points. Be absolutely sure that you have a conclusion that relates to the question you asked.

**Comments Causes of Liberal Reforms Essay Name** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Introduction** |  |
| **Laissez Faire** |  |
| **Booth Rowntree** |  |
| **Labour** |  |
| **New Liberals** |  |
| **National Security** |  |
| **National Efficiency** |  |
| **Germany** |  |
| **Conclusion** |  |