

Paper 2 B type essay -----two sided history essay

Structure of essay

Introduction – no points but necessary to organize essay, no hook, no frills -----Just thesis and concession timed writing 3-2 or 2-2 or 2-3 response unless two or more part question then 2-1 or 1-2 for each of multiple question within the question. Must do all questions separately.

Body – any order you wish/ most important or least important can start

Students must use the question stem tied to reason when entering and exiting the paragraph. Controls flow, stays on track with question, and aids in concluding and analyzing a therefore with measured judgement

Students must have clear and defined reasons backed by examples. Each of these reasons must be supported with data and come to mini conclusions with analysis not just summation (within each body paragraph)

Conclusion – repeat thesis and concession with a judgment tied to the answer

Number of paragraphs – your choice / new idea, new paragraph

No points for introduction or conclusion paragraphs so long as it answers the question, has a two part argument, is logical and communicates well, and reaches a reasoned judgment somewhere in the essay. Conclusion can be used to reach this judgement but if time is always a problem then place judgment in each interior paragraph

Grading

20 marks (points) per B type question / you must do two B questions in paper 2 – equaling 40 marks (points)

Length – as much as you can write (supported) in 30-40 minutes

Grading – 10 marks for knowledge and understanding / 10 marks for analysis

Positive grading – points for what you do say, no deduction for wrong information

Structure grading – no points specifically given but must flow and be logical, strong grammar and writing never hurt you message

Percentage of the exam – 60% (two themes must be answered) Do an A and B type question for two themes. You must do both questions.

Candidates are assessed on the ability to AO1- demonstrate knowledge and understanding

1(a) recall, select, and use historical knowledge appropriately and communicate knowledge and understanding of history in a clear and effective manner

1(b) demonstrate an understanding of the past through explanation, analysis, and arriving at a substantiated judgement of: key concepts such as causation, consequence, continuity, change and significance within an historical context, the relationships between key features and characteristics of the periods studied