

Humanities Assessment Criteria

Criterion A: Knowledge and Understanding Max=10	
Level of Achievement	Descriptor
0	The student has not reached a standard described by and of the descriptors given below.
1-2	The student demonstrates very little knowledge and understanding of the subject matter, and uses unrelated, irrelevant or unsupported facts in conveying information. The use of terminology is inconsistent or incorrect. There is little evidence that the student understands processes, issues, events and relationships. Case studies or examples, where required, are absent, rudimentary or irrelevant. Explanations are superficial or absent.
3-4	The student demonstrates limited knowledge and understanding of the subject matter, but uses mostly relevant and/or related facts in conveying information. The use of terminology is satisfactory and there is some evidence that the student understands processes, issues, events and relationships. Case studies or examples, where required, lack detail but are relevant. Explanations are simple and incomplete.
5-6	The student demonstrates satisfactory knowledge and understanding of the subject matter, and uses relevant and related facts to convey information. The use of terminology is accurate and there is clear evidence that the student understands processes, issues, events and relationships. Case studies or examples, where required, contain adequate detail and are relevant. Explanations though adequate are not well developed.
7-8	The student demonstrates good knowledge and understanding of the subject matter, and uses relevant and related facts to convey information. The student shows a good command of the use of terms and has a thorough understanding of processes, issues, events and relationships. Case studies or examples, where required, are detailed and relevant, and may be introduced independently by the student to provide clear and well developed explanations.
9-10	The student demonstrates excellent knowledge and thorough understanding of the subject matter, and uses an extensive range of relevant and related facts to convey information. The student shows an excellent command of the use of terms and uses them in a precise manner to demonstrate a thorough understanding of processes, issues, events and relationships. Case studies or examples, where required, are detailed and relevant, and may be introduced independently by the student to provide detailed and fully developed explanations.
Criterion B: Understanding and Application of Concepts Max=10	
Level of Achievement	Descriptor
0	The student has not reached a standard described by and of the descriptors given below.
1-2	Concepts and ideas are poorly understood . The student demonstrates very little awareness of how they can be applied in a meaningful or relevant manner.
3-4	Understanding of concepts and ideas shows limitations . The student demonstrates some awareness of their geographical/historical context, but does not apply them in a consistent manner.
5-6	Understanding of concepts and ideas is satisfactory . The student demonstrates the ability to apply them in appropriate geographical/historical contexts in a consistent manner.
7-8	Understanding of concepts and ideas is good . The student demonstrates the ability to apply them in a variety of geographical/historical contexts and recognizes their limitations .
9-10	Understanding of concepts and ideas is excellent . The student demonstrates the ability to apply them effectively in any geographical/historical context and exhibits a high level of critical awareness of their relevance and limitations.
Criterion C: Application of Skills Max=10	
Level of Achievement	Descriptor
0	The student has not reached a standard described by and of the descriptors given below.
1-2	Little ability is shown in the application of skills. The student can assemble information but this lacks detail or is not always relevant to the topic. The work is mainly descriptive or narrative with minimal evidence of analysis, valid conclusions, judgments or decisions.
3-4	Limited ability is shown in the application of skills. The student can assemble information which, though lacking in detail, is mostly relevant to the topic. The work, although mainly narrative and lacking in depth of analysis, demonstrates the ability to arrive at simple conclusions, judgments or decisions.
5-6	Satisfactory ability is shown in the application of skills. The student is able to assemble and organize detailed and relevant information. There is evidence of analysis in the work which demonstrates the ability to formulate conclusions, judgments or decisions, although these are not always well supported.
7-8	Skills are applied in a clear and consistent manner. The student is able to assemble and organize very detailed and relevant information. Appropriate analytical skills/techniques are effectively utilized with some evidence of critical awareness , demonstrating the ability to formulate valid and well supported conclusions, judgments or decisions.
9-10	Application of skills is excellent . The student is able to assemble and organize very detailed information. Appropriate analytical skills/techniques are used very effectively together with a high degree of critical awareness, showing the ability to formulate valid and fully supported conclusions, judgments or decisions.
Criterion D: Presentation and Organization of Information Max=6	
Level of Achievement	Descriptor
0	The student has not reached a standard described by and of the descriptors given below.
1-2	The piece of work submitted by the student lacks clear structure and organization and some of the material selected may not be relevant to the question/topic. There is very little evidence of documentation of reference material. The overall presentation is poor . If included, sketch maps, charts and diagrams are poorly presented .
3-4	The student has produced a structured piece of work including an introduction, development and a conclusion. The material selected is usually relevant to the question/topic and generally well presented . There is some evidence of documentation of reference material. If included, sketch maps, charts and diagrams are used effectively and appropriately .
5-6	The student has produced a well-structured and logically sequenced piece of work which includes an introduction, development and a conclusion. The material selected is always relevant to the question/topic. The work is clearly expressed and well presented. Where references have been used, they are clearly documented in the form of footnotes and/or bibliography. Where relevant, sketch maps, charts and diagrams are presented at a high standard and may show the use of initiative .