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|  |  | **Yes/No** | **Because…** | **Suggestions** |
| **Section 1** | An appropriate question for investigation has been clearly stated.  The student has identified and selected appropriate and relevant sources (if no it is because **little, no or some explanation)**  There is a clear explanation of the relevance of the sources to the investigation. (if no it is because **little, no or some explanation)**  There is a detailed analysis and evaluation of two sources with explicit discussion of the value and limitations of two of the sources for the investigation (If no it is because **no analyses or evaluation**, of the sources or is **some** analysis but limited)  With reference to the origins, purpose and content of the two sources. (If no it is because it is lacking explicit links between O,P and C \*Are values and limitation specific in how they illustrate the provenance of the source, and provide SPECIFIC evidence which illustrates relevance to research question   * Are EXAMPLES given? |  |  |  |
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| **Section 2** | The investigation is clear, coherent and effectively organized. (If no it is because: the investigation is poorly organized **or** lacks clarity and coherence, repetition **or** lack of clarity in some places.)    The investigation contains well-developed critical analysis that is focused clearly on the stated question. (If no it is because: some limited critical analysis but the response is primarily narrative/descriptive **or** some analysis **or** critical commentary, but this is not sustained or this analysis may lack development or clarity)  Evidence from a range of sources is used effectively to support the argument. (If no it is because: There is an attempt to integrate evidence from sources with the analysis/argument **or** Evidence from a range of sources is used to support the argument.)  There is evaluation of different perspectives. If no it is because: Evidence from sources is included, but is not integrated into the analysis/argument **or** there may be awareness of different perspectives, but these perspectives are not evaluated **or** there is awareness and some evaluation of different perspectives.  The investigation argues to a reasoned conclusion that is consistent with the evidence and arguments provided.  Hints to improve part II:  1. **Different interpretations**: What are the main debates between historians and commentators on your subject?  2. **Critical analysis of evidence**:  outline the strengths and limitations of the sources you have used in Part I  3. **Find relationships and break down evidence**- cause/effect, short-term/long-term causes or effects.  4. **Does historiography change?** Does it build on another historian’s work or alter perspective? Make these points! |  |  |  |
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| **Section 3** | The reflection is **clearly focused** on what the investigation highlighted to the student about the methods used by the historian (If no it is because: contains **some** discussion of what the investigation highlighted to the student about the methods used by the historian.)  The reflection demonstrates **clear awareness** of challenges facing the historian and/or limitations of the methods used by the historian. (If no it is because: **demonstrates little awareness** of the challenges facing the historian and/or the limitations of the methods used by the historian.  There is **a clear and explicit connection** between the reflection and the rest of the investigation. (If no it is because: connection between the reflection and the rest of the investigation **is implied, but is not explicit.)** |  |  |  |
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| **Grammar/Style?** | Any Glaring errors?  Proper nouns capitalized? Paragraphs Indented? Typos? Too much passive voice? Etc… |  |  |  |
| **Grammar/Style** | Footnote, not bibliography format?  Use of short citations?  Use of Ibid?  Is the Bibliography formatted correctly? ABC order? Double spaced between entries? Bibliography not footnotes format? |  |  |  |
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