

**MARKING CRITERIA
MML IB LONG ESSAYS**

Examiners are reminded to make use of the full range of marks

| Mark | Class | Keyword | Description | Subdivision |
|--------------------|--------------|----------------------------|---|--|
| 80-85 | I* Dist. | OUTSTANDING | Outstanding in all senses: challenges or overturns naive aspects of the question, puts forward exciting new ideas, offers interpretations of great rigour and subtlety, engages with selected sources with critical sophistication (e.g. challenging existing readings or making particularly incisive use of a theoretical model). | Shows great ingenuity and sparkle or striking erudition. |
| 75-79 70-74 | I | EXCELLENT VERY GOOD | Original ideas, with an interpretative approach; argument highly relevant well-structured and challenging. Very good use of illustrative and supporting material, with well-chosen and accurate quotations or examples; secondary material is well referenced. | 75-79: Original and highly challenging 70-74: Well-crafted and imaginative. |
| 60-69 | II.1 | GOOD | A good essay or commentary containing competent discussion of the issues raised by the title and demonstrating a clear overall knowledge of the topic; shows clarity and organization. Illustrative and supporting material is adequate in quantity and used appropriately, although there may be some lapses, such as minor misquotations or misattributions. | 65-69: Accurate formulation of ideas with resourceful deployment of material 60-64: Keeps to a fairly routine set of ideas but is accurate. |
| 50-59 | II.2 | FAIR | Average essay containing basic ideas, although generally limited to straightforward narrative treatment; makes some fair attempt at engaging with the title, but generally poorly structured and/or not well developed. Limited use of illustrative and supporting material, material used quite carelessly, inaccurate or inappropriate quotation or examples. | 55-59: A number of ideas of interest are discernible 50-54: Marked tendency towards padding. |
| 40-49 | III | POOR | Very basic approach, does not address the issues raised by the title, unstructured or tacked together; often irrelevant. Very inadequate, inaccurate, or inappropriate use of illustrative or supporting material. | 45-49: A valid underlying argument is discernible. 40-44: Directionless and/or padded. |
| 15-39 | F | FAIL | Completely fails to demonstrate knowledge or understanding of texts. Discussion and analysis are replaced by unsupported assertion: the essay lacks a coherent structure. Illustrative and supporting material is not used. An essay which contains substantially plagiarized passages will fall into this category. | |

(continues)

Additional Notes:

1. Examiners are reminded that Long Essays have been written during the Michaelmas and Lent terms and succeeding vacations, and may therefore display less breadth of knowledge than candidates can be expected to demonstrate by the end of the year.
2. As these essays are written with access to primary and secondary material, the adequacy, accuracy, and appropriateness of the use of, and reference to, illustrative and supporting material should be taken into account. Examiners should note the requirement that each essay is to be accompanied by a list of works consulted.
3. A penalty of one mark should be deducted for every 100 words or part thereof over the maximum word limit (4000).

Approved 27 11 2017