**Characteristics of High-Level Answers (Borrowed from a Mr. Hart, AP Teacher at B.H.S) Thank you sir!**

Below you will find detailed descriptions of High-Level answers for various categories of responses to the types of questions you will be asked to answer for coursework, tests, and exams. These descriptions are what will be used by your teachers to evaluate your work, thus it is important for you to prepare and write accordingly. These are especially useful for you to monitor your own independent work before the assignment is due.

**HIGH LEVEL (Historical Significance):** The student constructs a complex narrative that combines contemporary and long-view perspectives to assess the significance of an individual, event, idea or site, demonstrating a relationship between perspectives. Makes critical use of historians’ views to make or evaluate complex claims about significance.

 In other words, what distinguishes the performance of students at higher levels is not so much the ability to construct narratives of significance, but the ability to analyze the relationship between them in order to arrive at an overall judgment. A lesser, but nevertheless important emphasis will be placed on the student’s ability to make critical use of evidence from primary sources and from the views of historians about the significance of the chosen individual, event, idea or site. Abler students will acknowledge that more than one judgment is possible because, throughout the study, calculations of significance have been based on interpretations of evidence, which is by nature provisional.

**HIGH LEVEL (Source Analysis – multiple sources)** Students offer a sustained analysis from their own knowledge which both supports, and is integrated with, analysis of the presented source material. Knowledge will be well selected, accurate and of appropriate range and depth. The selected material directly addresses the focus of the question. Students demonstrate explicit understanding of the key issues raised by the question, evaluating arguments and – as appropriate – interpretations. The analysis will be supported by an appropriate range and depth of accurate and well-selected factual material. The answer will be cogent and lucid in exposition. Occasional syntactical and/or spelling errors may be found but they will not impede coherent deployment of the material and argument. Overall, the answer will show mastery of essay-writing skills.

 The student interprets the sources with confidence and discrimination, assimilating the authors’ arguments and displaying independence of thought in the ability to assess the presented views in the light of own knowledge and reading. Treatment of argument and discussion of evidence will show that the full demands of the question have been appreciated and addressed. Presents a sustained evaluative argument and reaches fully substantiated conclusions demonstrating an understanding of the nature of historical debate.

**HIGH LEVEL (Test or Exam Question)**The response is not perfect but the best that a student can be expected to achieve under the assessment conditions. The response is focused clearly on the demands of the question, even if there is some unevenness. The approach is clearly analytical rather than descriptive or narrative and, in particular, there is a clear and evident (but not necessarily totally full) evaluation of the historical debate bearing upon the topic which is carefully integrated into the overall approach. The answer is fully relevant. Most of the argument is structured coherently and supported by very appropriate factual material – the degree of that support will help to distinguish between answers higher and lower in the Level. The impression is that a good solid answer has been provided. The writing is fluent and uses appropriate historical vocabulary. The answer shows accuracy in spelling, grammar, and punctuation.

**HIGH LEVEL (Historical Personalities Question)**Student makes a clear evaluation of the significance of the personality within their period of national and/or international history, supported by detailed, relevant and accurate historical knowledge. Student communicates using sustained, logical and cohesive evaluation relating to the significance of the personality within their period of national and/or international history using a range of appropriate terms and concepts.

**HIGH LEVEL (Historiography- Historical Debate Question)**Student demonstrates extensive knowledge, clear understanding and critical insight into relevant historiographical issues raised in the source. Student communicates perceptive judgment in a detailed, logical and cohesive response.