### DESCRIPTORS FOR EVALUATING RESPONSE DETERMINED BY MARK ALLOCATION AND COGNITIVE SKILL

**A 5-mark question that requires extended abstract thinking.**  
The response demonstrates understanding, application, analysis, complex inference and/or synthesis, evaluation or appreciation.

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| 5     | The excellent response:  
• is complete and detailed, making specific reference to more than one element of the required text(s)  
• makes insightful links between the question and the text(s)  
• provides evidence that understanding can be transferred to a new context/new contexts  
• integrates all elements, making connections and demonstrating a clear understanding of how the parts contribute to the whole |

| 4½ – 4 | The very good response:  
• makes specific reference to the required text(s)  
• makes accurate links between the question and the text(s)  
• provides evidence that understanding can be applied to familiar contexts  
• integrates the key elements, making connections and demonstrating a clear understanding of how the parts contribute to the whole |

| 3½ – 3 | The average response:  
• refers to the required text(s) in a general way without addressing all aspects  
• makes simple, underdeveloped links between the question and the text(s)  
• could be complete, without the required references or evidence  
• does not demonstrate an understanding of the significance of the whole determined (does not clarify/establish the significance of the whole) |

| 2½ – 2 | The incomplete response:  
• refers to the text(s) in a general way  
• is inaccurate or simplistic  
• demonstrates concrete thinking and an incomplete understanding of the elements |

| 1½ – 0 | The inadequate response:  
• refers to the text(s)  
• does not answer the question because of a lack of understanding |
A 4-mark question that requires relational thinking.
Demonstrates understanding, application, analysis, complex inference or synthesis. This answer could require evaluation or appreciation.

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| 4     | The excellent response:  
• is complete, addressing all aspects of the question and drawing them together accurately  
• links all the ideas and provides the required evidence  
• demonstrates understanding applied to familiar contexts  
• integrates all elements, making connections and demonstrating a clear understanding of how the parts contribute to the whole |
| 3½ – 3 | The good response:  
• shows that the significance of each element is understood, but an aspect of the answer is not clearly explained  
• addresses each element, but does not successfully link them  
• is not entirely convincing and/or does not convey a clear understanding of how the parts contribute to the whole |
| 2½    | The average response:  
• is multi-structural, but addresses the elements in an incomplete or flawed way  
• does not link elements or does not demonstrate an understanding of the significance of the elements  
• omits or misunderstands a key element |
| 2     | The incomplete response:  
• is one-dimensional, omitting more than one element  
• indicates a flawed understanding of the question and/or the text |
| 1½ – 0 | The inadequate response:  
• attempts to address aspects of the question, but indicates only partial understanding |

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A 3-mark question that requires multi-structural thinking.
Demonstrates understanding, application, analysis, inferential comprehension of implied and figurative meanings.

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| 3     | The excellent response:  
|       | • engages with all aspects of the question and provides the required evidence  
|       | • indicates a clear understanding of the significance of each element |
| 2½    | The good response:  
|       | • is multi-structural, but not integrated  
|       | or  
|       | • is convincing but incomplete  
|       | • provides evidence if required |
| 2     | The average response:  
|       | • is either one-dimensional, without sufficient evidence, or is superficial and general  
|       | • does not provide enough relevant justification  
|       | • demonstrates that the candidate understands the issue |
| 1½    | The incomplete response:  
|       | • demonstrates a flawed or incomplete understanding of what has been asked  
|       | • indicates an understanding of the text  
|       | • attempts to use the text to answer the question, but reasoning is concrete or simplistic |
| 1 – 0 | The inadequate response:  
|       | • indicates only partial understanding of this aspect of the text |

A 2-mark question that requires uni-structural thinking.
Demonstrates understanding and application, literal comprehension and reorganisation.

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| 2     | The excellent response:  
|       | • is complete and accurate |
| 1½    | The good response:  
|       | • is partially complete and accurate  
|       | or  
|       | • is complete and mostly accurate |
| 1 – 0 | The incomplete response:  
|       | • is inaccurate or only includes one half of the required response |