

## HAT Marking Scheme 2020

Note: although all the marks in this grid are on a 1-5 scale, the criteria are assigned different weightings in the mark sheet.

<b>Criteria for marking</b>	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>	<b>4 marks</b>	<b>5 marks</b>
<b>Historical insight and perceptiveness</b>	No high-level indicators and most low-level indicators (defined below)	Few high-level and predominantly low-level indicators (defined below)	Some high-level indicators and some low-level indicators (defined below)	Several high-level indicators and few or no low-level indicators (defined below)	Clear predominance of high-level indicators, very few if any low-level indicators (defined below)
<b>Comprehension, content and analysis</b>	Weak understanding of the text. No high-level indicators and most low-level indicators (defined below)	Basic understanding of the text. Few high-level and predominantly low-level indicators (defined below)	Reasonable understanding of the text. Some high-level indicators and some low-level indicators (defined below)	Good understanding of the text. Several high-level indicators and few low-level indicators (defined below)	Advanced, intellectually mature understanding of the text. Clear predominance of high-level indicators, very few if any low-level indicators (defined below)
<b>Use of evidence</b>	The answer is written largely without reference to the text and consistently fails to substantiate points with examples; or it consistently misrepresents the text and contains a significant quotient of error	The answer makes occasional reference to the text and substantiates a few points with examples, but tends to misrepresent the text and/or contains some error	The answer refers to the text regularly and attempts to substantiate several points, though with some imprecision and inaccuracy	The answer maintains a steady focus on the text and makes a good number of well substantiated points accurately, though it may also contain a few minor errors	The answer is densely argued with close reference to the text and consistently substantiates points with well-chosen examples, precisely deployed

<b>Criteria for marking</b>	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>	<b>4 marks</b>	<b>5 marks</b>
<b>Coverage</b>	Very narrowly focussed answer that concentrates too heavily on a single theme or part of the text.	Narrowly focussed answer that develops a limited number of themes and concentrates on a limited number of themes drawn from a small proportion of the text.	Attempts to explore multiple themes but is unbalanced in coverage and overlooks parts of the passage.	Explores a good range of themes while focussing on multiple features of the text.	Engages with an excellent range of themes and takes account of material from throughout the text.
<b>Structure, organisation and relevance</b>	The answer is disorganised. It consistently fails to address the question. Paraphrases or quotes from large sections of the text.	The answer contains glimpses of organised thought but is mostly haphazard in organisation. Focus on the question is patchy. Thematic organisation limited.	Some parts of the answer are well organised and relevant to the question but others are not. Some attempt to thematise and prioritise the material.	Answer has good structure and flow and most of the material is relevant to the question. Good attempt to thematise and prioritise the material.	Answer has excellent structure and flow, maintains a clear focus on the terms of the question throughout, is structured around well-chosen themes, carefully prioritised.
<b>Presentation and use of English</b>	Significant weaknesses in use of English in terms of grammatical sense, sentence structure and vocabulary usage. Very untidy work.	Some weakness in the use of English in terms of grammatical sense, sentence structure and vocabulary usage. Untidy presentation.	Good use of English in terms of grammatical sense, sentence structure and vocabulary usage. Clearly legible, although may be somewhat untidy.	Very good use of English in terms of grammatical sense, sentence structure and vocabulary usage. Tidy in presentation.	Sophisticated use of English in terms of grammatical sense, sentence structure and vocabulary usage. Clearly and neatly presented.

## **Description of indicators**

### **Historical insight and perceptiveness**

#### *Higher level indicators*

- contains evidence of imaginative engagement with the text and a willingness to draw plausible historical inferences from it
- offers a critical reading of the text
- reflects carefully on the quality of the evidence (e.g. by noting that the author is an eye-witness writing within a decade or so of the events he describes)
- registers that the author may present a subjective view, and is prepared to speculate about the nature of his subjectivities (e.g. he is a Persian male commenting on Mongol political structures in which women played an important role)
- registers that there may be important things that we do not know about the author that could have influenced his treatment of the events he describes
- therefore draws conclusions or makes suggestions with a degree of caution
- sees that the text is, nevertheless, full interest and has considerable historical value

#### *Lower level indicators*

- contains little evidence of imaginative engagement with the text or of deductive thought
- tends to read the text uncritically
- makes no attempt to evaluate the quality of the evidence, or merely asserts that the author is 'biased' without specifying why and how this may have shaped his representation of events
- tends to accept the author's statements and judgments at face value
- fails to see that the author may be presenting a subjective view, or to explore the author's subjectivities
- asserts conclusions too emphatically without qualification, or is overly negative about the document's historical interest and potential value

### **Content and analysis**

#### *Higher level indicators*

- the answer is analytically driven
- registers that Mongol succession practices were complex, involving the interplay of several elements
- grasps that the sheer scale of the empire posed distinctive challenges for its rulers
- sees that Mongol rulers delegated power and authority to various agents, and identifies some of the legal and institutional structures alluded to in the text
- observes that rulership was also a function of personal relationships and that power was contested by multiple contenders and factional groups
- sees that the wives of Khans and other women were expected to be powerful actors within the regime, especially during a regency
- registers that Töregene's power and influence was not, therefore, exceptional
- detects some complexity and tension in the author's treatment of powerful women, and grasps that the author may not be entirely sympathetic towards them
- observes that the passage alludes to certain norms of honourable conduct and attributes these exclusively to men

#### *Lower level indicators*

- the answer is more descriptive than analytical

- fails to see that the complexity of Mongol succession practices or offers a simplistic description of them (e.g. by describing this as a system of primogeniture)
- fails to comment on the scale of the empire and its implications for rulership
- fails to identify or discuss the legal and institutional structures or its agents alluded to in the text
- sees that Töregene is said to have played a decisive role in ensuring her son's succession but fails to register that this was not unusual
- does not attempt to analyse the author's treatment of powerful women, and fails to see that this contrasts with his treatment of certain male actors

## HAT 2020 Mark and comment sheet

*Please read the revised Marking Scheme carefully, noting that it is different from previous years*

<b>Candidate Number:</b>	H00019	<b>Marker Name:</b>	
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	<b>Comments</b>	<b>Mark out of 5</b>	<b>Weighting</b>	<b>Weighted mark</b>
Historical insight and perceptiveness			4	
Comprehension, content and analysis			4	
Use of evidence			4	
Coverage			3	
Structure, organisation and relevance			2	
Use of English and presentation			1	
<b>Total provisional weighted mark (out of 90)</b>				

<b>Any additional comments</b>	Please use this box to note any particular strengths and/or weaknesses of the script
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<b>Final agreed weighted mark out of 90</b>	Please provide a brief explanation for this only where there is a discrepancy of 20 or more in the provisional marks	<b>Agreed mark</b>
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