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| --- | --- |
| Marks | LEVEL DESCRIPTOR |
| 7-9 | The response is focused on the question.  Clear references are made to the sources, and these references are used effectively as evidence to support the analysis.  Accurate and relevant own knowledge is demonstrated. There is effective synthesis of own knowledge and source material. |
| 4-6 | The response is generally focused on the question.  Reference are made to the sources, and these references re used as evidence to support he analysis.  Where own knowledge is demonstrated, this lacks relevance or accuracy. There is little or no attempt to synthesize own knowledge and source material. |
| 1-3 | The response lacks focus on the question.  References to the sources are made, but at this level these references are likely to consist of descriptions of the content of the sources rather than the sources being used as evidence to support the analysis.  No own knowledge is demonstrated or, where it is demonstrated, it is inaccurate or irrelevant. |
| 0 | The response does not reach a standard described by the descriptors above. |

This is the most challenging question, and the one worth the most marks, which is why you need to allow enough time to produce a decent answer here. Crucial to remember is that you must, must, must use both **all the sources** and **your own *detailed* and *specific* knowledge** in your answer - if you use only the sources (and no own knowledge), or only own knowledge (and no sources), the maximum you can score is 5 marks. You must use a **synthesis** of sources and own knowledge to **produce a clear response to the question!** In this sense, it is just like a full essay: you need to focus on clearly addressing the question, developing a clear argument, and challenging any assumptions in the question if you can.  
  
*How to approach this mini-essay?*  
  
Spend a couple of minutes re-reading the sources and planning your argument. As this question often asks you how far you agree with a particular statement, I recommend that you might want to draw a quick chart structuring how you are going to use all the sources and include your own knowledge. Obviously, you do not want to spend a lot of time doing this, and how you order it depends on the question given, but it can be a useful planning tool to help you write your answer. An example is as follows:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Agrees with statement | Disagrees with statement | Both agrees and disagrees |
| Sources | A, C | B, D | AD |
| Own knowledge | Nasser shuts canal | etc | etc |

When it comes to writing your answer, you *may* include a brief introduction to define the question, but **you do not need to do so** - it can be a *waste of words and time*. It is therefore ok to go straight into your first paragraph, which should include a clear point directed at answering the question, which is then supported by **QUOTES from the sources** ("as Source A states......") and your **own detailed knowledge** ("from background knowledge I know that .......).  
  
Have a second paragraph which uses sources and own knowledge to present the other side of the argument, according to the same model as above, and don't forget that when discussing different sources and interpretations you *can* show an awareness of the source evaluation (OPVL) you carried out in Q3 - i.e. "Source B argues that Israel was completely responsible for the 1967 conflict, but of course this is written from an Egyptian perspective..... etc etc". On the other hand, do not let this distract you from the main task of **ANSWERING THE QUESTION!** If you have time, and the sources allow it, there might be scope for a third paragraph as well, but it depends a little on the particulars of the exam.  
  
When you have finished your main body, write a clear conclusion that offers a *balanced response* to the essay question. Remember that challenging the question in the conclusion can be about disagreeing with particularly loaded words in the question statement - i.e. "brutal", "overwhelming", "mainly", "to a large extent" etc etc. If you run out of time before you manage to complete your answer to this question - :( - you can try and get your points down in bullet points in the last minute or so to see if you might be capable of getting some credit for your ideas from the examiner.