

4.1 EE Checklist for History

Criterion A: Framework for the Essay

	Absent	Partial	Complete
The essay has a title page with the title, student code, research question, subject (History), and word count.			
The essay includes a table of contents with accurate page numbers.			
The research question is clearly stated, sharply focused, and framed as a historical question (not descriptive or contemporary).			
The introduction clearly establishes the historical context , scope (time/place), and significance of the investigation.			
The essay follows a logical and coherent structure , appropriate for historical investigation.			
Section headings (where used) support the development of the historical argument.			

The essay is written in a clear academic register with consistent tone and style appropriate for a formal essay.			
The word count does not exceed 4,000 words.			
Appendices , if used, contain only relevant supplementary materials and do not include analysis.			
The EE meets academic integrity standards.			

Criterion B: Knowledge and Understanding

	Absent	Partial	Complete
The essay demonstrates accurate and relevant historical knowledge appropriate to the topic and period.			
Key historical terms, concepts, and events are used correctly and precisely.			
The essay shows clear understanding of the historical context in which events occurred.			
Knowledge is drawn			

from a range of appropriate sources , including relevant secondary works.			
The essay avoids factual errors, anachronisms, and unsupported generalizations.			
The essay reflects depth of understanding rather than summary, showing that the student can interpret rather than merely describe.			
Secondary sources are evaluated critically and used to develop, not replace, the student's own argument.			
In-text citations and a bibliography are provided following an accepted academic style, demonstrating academic honesty and consistency.			

Criterion C: Analysis and Line of Argument

	Absent	Partial	Complete
The essay develops a clear, sustained line of argument in response to the research question.			

Each body paragraph makes a focused analytical claim , not narrative description.			
Historical evidence is integrated into analysis , rather than quoted or described in isolation.			
The essay consistently explains causation, significance, or interpretation , as appropriate to the question.			
Paragraphs explicitly link analysis back to the research question .			
The conclusion follows logically from the argument developed and directly answers the research question.			
The analysis reflects critical and independent thinking , moving beyond surface-level description.			
The conclusion synthesises key insights , reinforcing the line of argument and addressing the research question convincingly.			

Criterion D: Discussion and Evaluation

	Absent	Partial	Complete
The essay evaluates the value and limitations of sources , considering origin, purpose, and context.			
Different historical interpretations or perspectives are acknowledged and compared where relevant.			
The essay shows awareness of historiographical debate (explicit or implicit).			
Claims are weighed and qualified , rather than presented as absolute or one-sided.			
Evaluation is integrated throughout the essay , not confined to a single section.			
The essay demonstrates judgment about the relative significance of factors or explanations.			

Criterion E: Reflection

	Absent	Partial	Complete
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The reflections focus on intellectual challenges and decisions , not a description of tasks completed.			
The student reflects on how their research question or approach evolved during the investigation.			
Reflections show awareness of the limitations of evidence and methods used.			
The student demonstrates insight into what they learned about historical inquiry as a discipline .			
The reflections show critical self-awareness and engagement with the research process.			