

## HAT Marking Scheme 2022

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 errors.	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.

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<b>Coverage</b>	Very limited answer that ignores several major themes of the text.	Narrowly focussed answer that 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 a wide 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 grammatical sense and sentence structure and very limited vocabulary. Very untidy work.	Some weakness in grammatical sense and sentence structure with limited vocabulary. Untidy presentation.	Mostly correct grammatical sense and sentence structure and reasonable range of vocabulary. Clearly legible, although may be somewhat untidy.	Correct grammatical sense and sentence structure and wide range of vocabulary. Tidy presentation.	Sophisticated grammatical sense and sentence structure and a very varied vocabulary. 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 this text about the nomadic Qazaqs is written by a sedentary outsider, but one who shared their religion and language).
- Offers some reflection on the use of memoirs or narrative chronicles as evidence.
- Registers that the author may not have fully understood the significance of all the phenomena he witnessed (e.g. the games played on horseback, which were a means of developing skills vital for nomadic life).
- Registers that there may be important things that we do not know about the author that could have influenced his perspective
- Therefore draws conclusions or makes suggestions with a degree of caution.
- Sees that the text is, nevertheless, full of 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.
- Makes no reference to the distinction between direct observation and reported speech.
- 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.
- Has something to say on the references to Islamic law, and in particular the way in which it was clearly subject to interpretation and debate.
- Registers the frequent references to food, and in particular the predominance of meat and milk products.
- Notes the distinction between sedentary and nomadic ways of life.
- Comments on the importance of fertility and its consequences.
- Offers some commentary on the nature of sex and gender roles among the Qazaqs.
- Discusses the possible uses of this text in understanding histories of Islamic practice.
- Has something to say about the moral universe revealed by the text.
- Comments on the relationship between humans and animals revealed in the text.
- Comments on the importance of education and literacy.

*Lower level indicators*

- The answer is more descriptive than analytical.
- Fails to see the potential of this text for understanding religion, culture, education and everyday life among the Qazaqs.
- Has nothing to say about possible differences between nomadic and sedentary existence
- Dismisses the use of texts written by outsiders as 'untrue' or 'biased'.
- Fails to refer anywhere to Islamic law and practice, or asserts that what is presented as such in the text is false or incorrect.
- Fails to refer anywhere either to animals or the food products derived from them.
- Has little or nothing to say about sex or gender relations.
- Has nothing to say about education or literacy.