

Extended Essay Guidance and Marksheet (2013 Criteria)

General Assessment Criteria		Criteria	SUBJECT SPECIFIC GUIDELINES	COMMENTS
A Research Question Assesses the extent to which the purpose of the essay is specified	0	<ul style="list-style-type: none"> The research question is not stated in the introduction or does not lend itself to a systematic investigation. 	<ul style="list-style-type: none"> The research question must focus on the human past and not be of a trivial nature. The research question must be clearly and exactly focused, and stated in <u>both</u> the abstract <u>and</u> the introduction of the essay. 	
	1	<ul style="list-style-type: none"> The research question is stated in the introduction but is not clearly expressed or is too broad in scope to be treated effectively within the word limit. 		
	2	<ul style="list-style-type: none"> The research question is clearly stated in the introduction and sharply focused, making effective treatment possible within the word limit. 		
B INTRODUCTION Assesses the extent to which the introduction makes clear how the research question relates to existing knowledge on the topic and explains how the topic is significant.	0	<ul style="list-style-type: none"> Little or no attempt is made to set the research question into context. There is little or no attempt to explain the significance of the topic. 	<ul style="list-style-type: none"> The introduction should NOT be used for lengthy, irrelevant background material. It SHOULD be used to explain why the issue / personality / event: <ul style="list-style-type: none"> (a) was important at the time (b) still has important lessons for today. These two points should ideally be covered in two separate paragraphs. 	
	1	<ul style="list-style-type: none"> Some attempt is made to set the research question into context. There is some attempt to explain the significance of the topic and why it is worthy of investigation. 		
	2	<ul style="list-style-type: none"> The context of the research question is clearly demonstrated. The introduction clearly explains the significance of the topic and why it is worthy of investigation. 		
C INVESTIGATION Assesses the extent to which the investigation is planned and an appropriate range of sources has been consulted, or data has been gathered, that is relevant to the research question.	0	<ul style="list-style-type: none"> There is little or no evidence that sources / data has been consulted. There is little or no evidence of planning in the investigation. 	<ul style="list-style-type: none"> Students should aim to make use of both primary and secondary sources but this may not always be possible. A statement by a historian should be challenged where there is evidence to do so. All material used from sources must be acknowledged in references. If students make use of Internet-based sources, they should do so critically and circumspectly in full awareness of their potential unreliability. 	
	1	<ul style="list-style-type: none"> A range of inappropriate sources have been consulted. There is little evidence of planning. 		
	2	<ul style="list-style-type: none"> A limited range of appropriate sources have been consulted. There is some evidence of planning in the investigation. 		
	3	<ul style="list-style-type: none"> A sufficient range of appropriate sources / data has been consulted. The investigation has been satisfactorily planned. 		
	4	<ul style="list-style-type: none"> An imaginative range of appropriate sources have been consulted. The investigation has been well planned. 		
D KNOWLEDGE & UNDERSTANDING OF TOPIC STUDIED "Academic context", as used in this guide, can be defined as the current state of the field of study under investigation - to obtain a level 4, it is sufficient to relate the investigation to the principal lines of inquiry in the relevant field; detailed, comprehensive knowledge is not required	0	<ul style="list-style-type: none"> The essay demonstrates no real knowledge or understanding of the topic studied. 	<ul style="list-style-type: none"> The essay should have a solid foundation of specific relevant knowledge, whose meaning is understood by the student. This knowledge can then be analysed and, on the basis of this analysis, an argument can be formed and a conclusion to the research question reached. 	
	1	<ul style="list-style-type: none"> The essay demonstrates some knowledge but little understanding of the topic studied. The essay shows little awareness of an academic context for the investigation. 		
	2	<ul style="list-style-type: none"> The essay demonstrates an adequate knowledge and some understanding of the topic studied. The essay shows some awareness of an academic context for the investigation. 		
	3	<ul style="list-style-type: none"> The essay demonstrates a good knowledge and understanding of the topic studied. Where appropriate, the essay successfully outlines an academic context for the investigation. 		
	4	<ul style="list-style-type: none"> The essay demonstrates a very good knowledge and understanding of the topic studied. Where appropriate, the essay clearly and precisely locates the investigation in an academic context. 		
E REASONED ARGUMENT	0	<ul style="list-style-type: none"> There is no attempt to develop a reasoned argument in relation to the research question. 	<ul style="list-style-type: none"> Students should be aware of the need to give 	

Assesses the extent to which the essay uses the material collected to present ideas in a logical and coherent manner, and develops a reasoned argument in relation to the research question.	0	▪ There is no attempt to develop a reasoned argument in relation to the research question.	their essays the backbone of a developing argument. ▪ Personal views should not simply be stated but need to be supported by reasoned argument based on specific details, to persuade the reader of their validity. ▪ Straightforward descriptive or narrative accounts that lack analysis do not usually advance an argument and should be avoided.
	1	▪ There is a limited or superficial attempt to present ideas in a logical and coherent manner, and to develop a reasoned argument in relation to the research question.	
	2	▪ There is some attempt to present ideas in a logical and coherent manner, and to develop a reasoned argument in relation to the research question, but this is only partially successful.	
	3	▪ Ideas are presented in a logical and coherent manner, and a reasoned argument is developed in relation to the research question, but with some weaknesses.	
	4	▪ Ideas are presented clearly and in a logical and coherent manner. ▪ The essay succeeds in developing a reasoned and convincing argument in relation to the research question.	
F APPLICATION OF ANALYTICAL & EVALUATIVE SKILLS APPROPRIATE TO THE SUBJECT	0	▪ The essay shows no application of appropriate analytical and evaluative skills	Sources used in the research process should be evaluated and their reliability assessed using keywords such as value, limitations, origin and purpose; hostile and friendly witnesses; incomplete rather than untrue accounts.
	1	▪ The essay shows little application of appropriate analytical and evaluative skills.	
	2	▪ The essay shows some application of appropriate analytical and evaluative skills, which may be only partially effective.	
	3	The essay shows sound application of appropriate analytical and evaluative skills.	
	4	The essay shows effective and sophisticated application of appropriate analytical and evaluative skills.	
G use of language appropriate to the subject.	0	▪ The language used is inaccurate and unclear. ▪ There is no effective use of terminology appropriate to the subject	▪ Students writing extended essays in history need to take three factors into consideration for this criterion: (a) the language must be clear and unambiguous, (b) historical terminology should be used, (c) statements should be specific and precise, avoiding sweeping generalizations and unsupported assertions.
	1	▪ The language used sometimes communicates clearly but does not do so consistently. ▪ The use of terminology appropriate to the subject is only partly accurate.	
	2	▪ The language used for the most part communicates clearly. ▪ The use of terminology appropriate to the subject is usually accurate.	
	3	▪ The language used communicates clearly. ▪ The use of terminology appropriate to the subject is accurate, although there may be occasional lapses.	
	4	▪ The language used communicates clearly and precisely. ▪ Terminology appropriate to the subject is used accurately, with skill and understanding.	
H CONCLUSION Assesses the extent to which the essay incorporates a conclusion that is relevant to the research question and is consistent with the evidence presented in the essay.	0	▪ Little or no attempt is made to provide a conclusion that is relevant to the research question.	▪ The conclusion should restate and answer the research question asked, based on the evidence. It should also specify any problems encountered in the research process which prevents a full answer being reached. ▪ The most important aspect of the conclusion of a history essay is that it must reflect the evidence and argument presented in the body of the essay.
	1	▪ A conclusion is attempted that is relevant to the research question but may not be entirely consistent with the evidence presented in the essay	
	2	▪ An effective conclusion is clearly stated; it is relevant to the research question and consistent with the evidence presented in the essay. It should include unresolved questions where appropriate to the subject concerned.	
I FORMAL PRESENTATION assesses the extent to which the layout, organization, appearance	0	▪ The formal presentation is unacceptable (ie no bibliography or references for quotations) or the essay exceeds 4,000 words,	▪ Careful recording of the relevant details of all evidence significant to the research question is necessary so that complete references can be
	1	▪ The formal presentation is poor – ie missing two of the following:	

and formal elements of the essay consistently follow a standard format. The formal elements are: title page, table of contents, page numbers, illustrative material, quotations, documentation (including references, citations and bibliography) and appendices (if used).	1	title page, table of contents, page numbers.	provided in the essay, including page numbers. Any accepted form of referencing can be used. ▪ Full details of the author, title of publication, publisher and date of publication must be provided in the bibliography, which should list all the sources used in the essay in alphabetical order (by author's family name). ▪ <u>Tables and charts</u> should appear in the body of the essay, as close as possible to their first reference. ▪ If an <u>appendix</u> is included, it should be cross-referenced with the essay, otherwise it has no value.
	2	▪ The formal presentation is satisfactory – ie missing one of the following: title page, table of contents, page numbers	
	3	▪ The formal presentation is good.	
	4	▪ The formal presentation is excellent.	
J ABSTRACT An abstract not exceeding 300 words must be included with the essay submitted. It does not serve as an introduction, but presents an overview of the extended essay, and should, therefore, be written last.	0	The abstract exceeds 300 words or one or more of the required elements of an abstract (listed above) is missing.	▪ The abstract must consist of three elements: (a) the research question (or hypothesis), (b) The scope of the essay (that is, what was investigated and how it was investigated) and (c) the conclusion. An abstract is not a precis of the topic, but is designed to allow readers to understand quickly the contents of the extended essay.
		The abstract contains the elements listed above but they are not all clearly stated	
	1		
	2	The abstract clearly states all the elements listed above.	
K HOLISTIC JUDGMENT assess the qualities that distinguish an essay from the average, such as intellectual initiative, depth of understanding and insight. While these qualities will be clearly present in the best work, less successful essays may also show some evidence of them and should be rewarded under this criterion.	0	▪ The essay shows no evidence of such qualities as intellectual initiative, depth of understanding and insight,	Qualities that are rewarded under this criterion include the following. ▪ <u>Intellectual initiative</u> : Ways of demonstrating this in history essays include the choice of topic and research question, locating and using sources that have been little used previously or generated for the study (for instance, transcripts of oral interviews), and new approaches to popular topics (possibly achieved through evaluation of varying historical explanations).
	1	▪ The essay shows little evidence of such qualities.	
	2	▪ The essay shows some evidence of such qualities.	

	0	▪ The essay shows no evidence of such qualities as intellectual initiative, depth of understanding and insight,	▪ <u>Insight and depth of understanding</u> : These are most likely to be demonstrated as a consequence of detailed research, reflection that is thorough and well informed, and reasoned argument that consistently and effectively addresses the research question.
	1	▪ The essay shows little evidence of such qualities.	
	2	▪ The essay shows some evidence of such qualities.	
	3	▪ The essay shows clear evidence of such qualities.	
	4	▪ The essay shows considerable evidence of such qualities	