Topics may not discuss events/individuals/movements which have taken place within 10 years of the writing of the essay. For example, an essay submitted for assessment in 2018 must discuss events prior to 2008. Failure to follow this instruction will restrict scores across all the Assessment Criteria

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment Criteria** |  | **Overall Descriptors** | **Unpacking the Criteria** | **Subject-Specific Guidelines** | **Additional Thoughts** |
| **A: Focus and Method** | 1 - 2 | **The topic is communicated unclearly and incompletely.** Identification and explanation of the topic is limited; the purpose and focus of the research is unclear, or does not lend itself to a systematic investigation in the subject for which it is registered. **The research question is stated but not clearly expressed or too broad.** The research question is too broad in scope to be treated effectively within the word limit and requirements of the task, or does not lend itself to a systematic investigation in the subject for which it is registered. The intent of the research question is understood but has not been clearly expressed and/or the discussion of the essay is not focused on the research question. **Methodology of the research is limited.** The source(s) and/or method(s) to be used are limited in range given the topic and research question. There is limited evidence that their selection was informed. | This criterion focuses on the topic, the research question and the methodology. It assesses the explanation of the focus of the research (this includes the topic and the research question), how the research will be undertaken, and how the focus is maintained throughout the essay. The topic chosen is identified and explained to readers in terms of contextualizing and **justifying its worthiness.** *How well does the research paper identify and communicate the chosen topic?*The purpose and focus of the research to be addressed is within the scope of a 4,000-word extended essay, **is outlined in the introduction and specified as a research question.**\**Is the research question appropriate given the scope of the task? For example, is the topic sufficiently focused to be adequately addressed within the requirements of the task?*\**Is the research question clearly stated, focused and based on/situated against background knowledge and understanding of the chosen subject/topic area?*\**Is the focus of the research question maintained throughout the essay?*The research is planned and appropriate methods of data collection (methodology) are chosen and identified in order to address the research question.  \****Is there evidence of effective and informed source/method selection*** *with regard to the choice of appropriate sources and/or method(s) used to gather information, including narrowing of scope the range of sources/methods, in order to address the research question within the constraints of the word limit?* | Students must choose a topic from the human past that is of a meaningful nature. The topic chosen must be expressed in the form of a research question. Students must establish the historical context and significance of the topic and explain why it is worthy of investigation. Students must demonstrate that they have selected a suitable range of appropriate and relevant sources**. Use both primary and secondary sources** where possible. The sources should demonstrate both **factual material** as well as **the opinions of historians**. These sources must provide sufficient material to develop and support an argument and conclusion relevant to the research question. Effective planning and a well-focused research question tend to go together. **A key indicator of this is that students have chosen a comprehensive range of sources** that are relevant and appropriate to answering the research question.  | \* Is the RQ clearly and exactly focused and **stated in the introduction**?\* Does the RQ focus on the human past and not be of a trivial nature?The introduction should NOT be used for lengthy, irrelevant background material.\* Does the student explain why the issue/personality/event:(a) was important at the time (i.e. the significance and context) ,(b) is worthy of investigation (i.e. still has important lessons or ramifications for today), (c) (where appropriate) how the RQ relates to existing knowledge?\*Can the question reasonably be answered within 4,000 words? |
| 3-4 | **The topic is communicated.** Identification and explanation of the research topic is communicated; the purpose and focus of the research is adequately clear, but only partially appropriate. **The research question is clearly stated but only partially focused.** The research question is clear but the discussion in the essay is only partially focused and connected to the research question.**Methodology of the research is mostly complete.** Source(s) and/or method(s) to be used are generally relevant and appropriate given the topic and research question.  There is some evidence that their selection(s) was informed. **If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than four marks can be awarded for this criterion.** |
| 5-6 | **The topic is communicated accurately and effectively.** Identification and explanation of the research topic is effectively communicated; the purpose and focus of the research is clear and appropriate. **The research question is clearly stated and focused.** The research question is clear and addresses an issue of research that is appropriately connected to the discussion in the essay.**Methodology of the research is complete.** An appropriate range of relevant source(s) and/or method(s) have been applied in relation to the topic and research question.  There is evidence of effective and informed selection of sources and/or methods. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **B: Knowledge and understanding**. | 1–2 | **Knowledge and understanding is limited.** The selection of source material has limited relevance and is only partially appropriate to the research question.  Knowledge of the topic/discipline(s)/issue is anecdotal, unstructured and mostly descriptive with sources not effectively being used. **Use of terminology and concepts is unclear and limited.** Subject-specific terminology and/or concepts are either missing or inaccurate, demonstrating limited knowledge and unders | This criterion assesses the extent to which the research relates to the subject area/discipline used to explore the research question, and additionally the way in which this knowledge and understanding is demonstrated through the use of appropriate terminology and concepts. The research question being investigated is put into the context of the subject/discipline/issue. \**Demonstration of the appropriate and relevant selection and application of the sources is identified.*Knowledge and understanding of the topic chosen and the research question posed is demonstrated with appropriate subject-specific terminology.  \**The use of subject-specific terminology and/or concepts is an indicator of knowledge and understanding of the discipline(s)/issue discussed.*Sources/methods are assessed here in terms of their appropriateness to the research question. | The essay must show that the student understands the place of the research question in a broader historical context.The student must demonstrate that they understand and can use accurately historical terms and concepts relevant to the research topic. Where it is deemed useful to clarify meaning or context, students may provide further explanation or definition of selected terms or concepts. | \* Is the language used clear and unambiguous?\* Has historical terminology been used accurately and appropriately?\* Are statements specific and precise, avoiding sweeping generalizations and unsupported assertions? |
| 3-4 | **Knowledge and understanding is good.** The selection of source material is mostly relevant and appropriate to the research question. Knowledge of the topic/discipline(s)/issue is clear; there is an understanding of the sources used but their application is only partially effective. **Use of terminology and concepts is adequate.** The use of subject-specific terminology and concepts is mostly accurate, demonstrating an appropriate level of knowledge and understanding. **If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than four marks can be awarded for this criterion.** |
| 5-6 | **Knowledge and understanding is excellent.** The selection of source materials is clearly relevant and appropriate to the research question. Knowledge of the topic/discipline(s)/issue is clear and coherent and sources are used effectively and with understanding. **Use of terminology and concepts is good.** The use of subject-specific terminology and concepts is accurate and consistent, demonstrating effective knowledge and understanding. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **C: Critical Thinking** | 1–3 | **The research is limited.** The research presented is limited and its application is not clearly relevant to the RQ. **Analysis is limited.** There is limited analysis. Where there are conclusions to individual points of analysis these are limited and not consistent with the evidence. **Discussion/evaluation is limited.** An argument is outlined **but** this is limited, incomplete, descriptive or narrative in nature. The construction of an argument is unclear and/or incoherent in structure hindering understanding.  Where there is a final conclusion, it is limited and not consistent with the arguments/evidence presented. There is an attempt to evaluate the research, but this is superficial. **If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than three marks can be awarded for this criterion.** | This criterion assesses the extent to which critical thinking skills have been used to analyse and evaluate the research undertaken. The selection and application of the research presented is relevant and appropriate to the research question. The appropriateness of sources/methods in terms of how they have been used in the development of the argument presented. The analysis of the research is effective and focused on the research question. The discussion of the research develops a clear and coherent reasoned argument in relation to the research question. There is a critical evaluation of the arguments presented in the essay.Unlikely or unexpected outcomes can also demonstrate critical thinking. | In a history essay, “research” refers to a critical engagement with the past through relevant sources. **Students must be able to construct, present and support effectively a specific argument** or position that provides their response to the research question. **This argument must be supported and developed by an analysis or consideration of the value and limitations of the research material**. Additionally, students must demonstrate that the knowledge gained from their selected sources can then be analysed and, on the basis of this analysis, form an argument and reach a conclusion(s) to the research Throughout the essay students must present ideas or concepts that relate consistently to the analysis of the research question. The inclusion of ideas or concepts that are not relevant will limit the student’s ability to score well on this criterion. The points contained in the argument and analysis must, at all times, be supported by specific, relevant material chosen from the student’s research. Students should not present essays that are wholly or largely narrative or descriptive in nature. These do not provide any evidence of analytical skills and will not score well. In history, the development of a reasoned argument based on the analysis of historical sources may start with a student stating their position in relation to the question posed. This position must then be supported by evidence and developed into a reasoned argument, which culminates in conclusion(s) being given. **A conclusion summarizes the student’s response to the research question. This conclusion must be consistent with the position and evidence presented in the essay**. The conclusion may not include material that has not been discussed in the body of the essay.  However, questions that have arisen as a result of the research and may be suitable for further study may be included in the conclusion. An evaluation of the relative value and limitations of the sources is an integral part of the analysis of the evidence and the development of a reasoned argument**. This evaluation should be integrated into the text** rather than contained in a separate section of the essay. It will then provide useful information or insight relative to the source or historian’s opinion that the student is referring to in support of their argument. | \* Are there primary and secondary sources used to establish the context and to support the argument and conclusion of the essay? \* Does the student refer to the research and perspectives of historians and relevant credible experts? Does the student challenge them where there is evidence to do so?\* If Internet-based sources have been used, has the student used them critically and carefully—in full awareness of their potential unreliability—by stating the value and limitations of these sources?\* Has the student demonstrated detailed understanding of the relevant facts, theories, perspectives, models and/or debates and controversies for the topic being studied? \*Does each paragraph have a topic sentence (or clear purpose in the argument) and build logically from the previous paragraph’s main point(s)? \* Are personal views not simply stated but supported by reasoned argument based on specific details, to persuade the reader of their validity? |
| 4-6 | **The research is adequate.** Some research presented is appropriate and its application is partially relevant to the Research question. **Analysis is adequate.** There is analysis **but** this is only partially relevant to the research question; the inclusion of irrelevant research detracts from the quality of the argument. Any conclusions to individual points of analysis are only partially supported by the evidence. **Discussion/evaluation is adequate.** An argument explains the research **but** the reasoning contains inconsistencies.  The argument may lack clarity and coherence but this does not significantly hinder understanding.  Where there is a final or summative conclusion, this is only partially consistent with the arguments/evidence presented. The research has been evaluated but not critically. |
| 7-9 | **The research is good.** The majority of the research is appropriate and its application is clearly relevant to the research question. **Analysis is good.** The research is analysed in a way that is clearly relevant to the research question; the inclusion of less relevant research rarely detracts from the quality of the overall analysis.  Conclusions to individual points of analysis are supported by the evidence but there are some minor inconsistencies. **Discussion/evaluation is good.** An effective reasoned argument is developed from the research, with a conclusion supported by the evidence presented.  This reasoned argument is clearly structured and coherent and supported by a final or summative conclusion; minor inconsistencies may hinder the strength of the overall argument. The research has been evaluated, and this is partially critical. |
| 10-12 | **The research is excellent.** The research is appropriate to the research question and its application is consistently relevant. **Analysis is excellent.** The research is analysed effectively and clearly focused on the research question; the inclusion of less relevant research does not significantly detract from the quality of the overall analysis. Conclusions to individual points of analysis are effectively supported by the evidence.**Discussion/evaluation is excellent.** An effective and focused reasoned argument is developed from the research with a conclusion reflective of the evidence presented. This reasoned argument is well structured and coherent; any minor inconsistencies do not hinder the strength of the overall argument or the final or summative conclusion. The research has been critically evaluated. |
| **D: Presentation** | 1–2 | **Presentation is acceptable.** The structure of the essay is generally appropriate in terms of the expected conventions for the topic, argument and subject in which the essay is registered.  Some layout considerations may be missing or applied incorrectly. Weaknesses in the structure and/or layout do not significantly impact the reading, understanding or evaluation of the extended essay.  | This criterion assesses the extent to which the presentation follows the standard format expected for academic writing and the extent to which this aids effective communication. **Structure:** the structure of the essay is compatible with the expected conventions of a research paper in the subject for which the essay has been submitted. **Layout:** title page, table of contents, page numbers, section headings (where appropriate), effective inclusion of illustrative materials (tables, graphs, illustrations, appropriately labelled) and quotations, bibliography and referencing. \**The referencing system should be correctly and consistently applied and should contain the minimum information as detailed in the Extended essay guide. \* The extended essay has not exceeded the maximum word limit.* | **Students may provide a section and subsection structure to their essays, with informative headings.** Subheadings should not distract from the overall structure of the essay or argument presented. Charts, tables and images may appear in the body of the essay only if they illustrate or clarify the argument at that particular point. The inclusion of non-relevant or superfluous material will not be rewarded and may actually detract from the argument. **Students must take care in their use of appendices as examiners are not required to read them.** All charts, images and tables must be properly referenced with respect to their origin or source. Any material that is not original must be carefully acknowledged, with specific attention paid to the acknowledgment and referencing of quotes and ideas. **If the referencing does not meet the minimum standard, and is not consistently applied, work will be considered as a case of possible academic misconduct.**A bibliography is essential and has to be presented in a standard format. Title page, table of contents, page numbers, etc must contribute to the quality of presentation.  | \*ASD uses MLA8 as standard\*Set up a noodletools project\* If referencing does not meet a minimum standard work should be considered as a case of possible academic misconduct. \*If the essay exceeds 4,000 words, examiners should not read or assess beyond the maximum 4,000-word limit.\***Academic Honesty is the responsibility of the student, and it is verified by the supervisor. The IBO takes academic honesty very seriously**, and when it is detected a student’s complete IB submission will be rescinded. In other words, one error will jeopardize all externally assessed components.  |
| 3–4 | **Presentation is good.** The structure of the essay clearly is appropriate in terms of the expected conventions for the topic, the argument and subject in which the essay is registered. Layout considerations are present and applied correctly. The structure and layout support the reading, understanding and evaluation of the extended essay. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **E: Engagement** | 1–2 | **Engagement is limited.** Reflections on decision-making and planning are mostly descriptive.These reflections communicate a limited degree of personal engagement with the research focus and/or research process.  | This criterion assesses the student’s engagement with their research focus and the research process. It will be applied by the examiner at the end of the assessment of the essay, after considering the student’s *Reflections on planning and progress form*. **Engagement with the process:**the student has engaged in discussions with their supervisor in the planning and progress of their research; the student is able to reflect on and refine the research process, and react to insights gained through the exploration of their research question; the student is able to evaluate decisions made throughout the research process and suggest improvements for their own working practices. **Engagement with their research focus:**an insight into the student’s thinking, intellectual initiative and creative approach through reflections on the thought and research process; the extent to which the student voice is present rather than that of the supervisor and academics is the student’s engagement reflected? | Students are expected to provide reflections on the decision-making and planning process undertaken in completing the essay. Students must demonstrate how they arrived at a topic as well as the methods and approach used. This criterion assesses the extent to which a student has evidenced the rationale for decisions made throughout the planning process and the skills and understandings developed. For example, students may reflect on:* the approach and strategies they chose, and their relative success
* the [*Approaches to learning*](https://xmltwo.ibo.org/publications/DP/Group0/d_0_dpatl_gui_1502_1/static/dpatl/) skills they have developed and their effect on the student as a learner
* how their conceptual understandings have developed or changed as a result of their research
* challenges they faced in their research and how they overcame these
* questions that emerged as a result of their research
* what they would do differently if they were to undertake the research again.

Effective reflection highlights the journey the student has engaged in through the EE process. Students must show evidence of critical and reflective thinking that goes beyond simply describing the procedures that have been followed. The reflections must provide the examiner with an insight into **student** thinking, creativity and originality within the research process. The **student** voice must be clearly present and demonstrate the learning that has taken place. |
| 3–4 | **Engagement is good.** Reflections on decision-making and planning are analytical and include reference to conceptual understanding and skill development.  These reflections communicate a moderate degree of personal engagement with the research focus and process of research, demonstrating some intellectual initiative.  |
| 5–6 | **Engagement is excellent.** Reflections on decision-making and planning are evaluative and include reference to the student’s capacity to consider actions and ideas in response to challenges experienced in the research process. These reflections communicate a high degree of intellectual and personal engagement with the research focus and process of research, demonstrating authenticity, intellectual initiative and/or creative approach in the student voice. |