Extended Essay General and Subject Specific Criteria - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- |
|  | **Criteria** | **Mks** | **Description** |
| **A** | **Research****Question** | **2** | The purpose of the essay is specified. In many subjects, the aim of the essay will normally be expressed as a question. Certain disciplines may permit or encourage different ways of formulating the research task. |
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| **B** | **Introduction** | **2** | Introduction makes clear how the research question relates to existing knowledge on the topic and explains how the topic chosen is significant and worthy of investigation. |
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| **C** | **Investigation** | **4** | Investigation is planned and an appropriate range of sources has been consulted, or data has been gathered, that is relevant to the research question.  |
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| **D** | **Knowledge &****Understanding** | **4** | “Academic context”, as used in this guide, can be defined as the current state of the field of study under investigation. However, this is to be understood in relation to what can reasonably be expected of a pre-university student. For example, to obtain a level 4, it would be sufficient to relate the investigation to the principal lines of inquiry in the relevant field; detailed, comprehensive knowledge is not required.  |
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| **E** | **Reasoned****Argument** | **4** | 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.  |
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| **F** | **Analysis &****Evaluation** | **4** |  |
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| **G** | **Use of Language** | **4** |  |
|  |
| **H** | **Conclusion** | **2** | Conclusion is relevant to the research question and is consistent with the evidence presented in the essay. |
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| **I** | **Formal Presentation** | **4** | Layout, organization, appearance 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). |
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| **J** | **Abstract** | **2** | States clearly the research question that was investigated, how the investigation was undertaken and the conclusion(s) of the essay. |
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| **K** | **Holistic Judgment** | **4** | Assesses 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. |
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Teaching the Extended Essay

Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Unit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **Criteria** | **Mks** | **Description** |
| **A** | **Research****Question** | **2** |  |
|  |
| **B** | **Introduction** | **2** |  |
|  |
| **C** | **Investigation** | **4** |  |
|  |
| **D** | **Knowledge &****Understanding** | **4** |  |
|  |
| **E** | **Reasoned****Argument** | **4** |  |
|  |
| **F** | **Analysis &****Evaluation** | **4** |  |
|  |
| **G** | **Use of Language** | **4** |  |
|  |
| **H** | **Conclusion** | **2** |  |
|  |
| **I** | **Formal Presentation** | **4** |  |
|  |
| **J** | **Abstract** | **2** |  |
|  |
| **K** | **Holistic Judgment** | **4** |  |
|  |