

## Extended Essay Guidance and Marksheet: IBDP History

Criterion	Descriptor	Marks	Specific Guidance
<b>A - Focus and Method</b> <i>Assesses and focuses on the topic, the research question, and the methodology. It assesses the explanation of the focus of the research, how the research will be undertaken, and how the focus is maintained throughout the essay.</i>	<ul style="list-style-type: none"> <li>The work does not reach a standard outlined by the descriptors below</li> </ul>	0	<b>Topic</b> – Must be of a meaningful nature. May not discuss events/individuals/movements which have taken place within the last 10 years.  <b>Research Question</b> - Must be expressed as a research question and this must be focused and answerable within word limit. Historical context and significance of the topic should be explained as well as why it is worthy of investigation.  <b>Methodology</b> - A suitable range of appropriate and relevant sources needed, including primary and secondary factual material as well as the opinions of historians. Sources must provide sufficient material to develop and support an argument and conclusion relevant to the research question.
	<ul style="list-style-type: none"> <li>The topic is communicated unclearly and incompletely</li> <li>The research question is stated but not clearly expressed or too broad</li> <li>Methodology of the research is limited</li> </ul>	1-2	
	<ul style="list-style-type: none"> <li>The topic is communicated</li> <li>The research question is clearly stated but only partially focused</li> <li>Methodology of the research is mostly complete</li> </ul>	3-4	
	<ul style="list-style-type: none"> <li>The topic is communicated accurately and effectively</li> <li>The research question is clearly stated and focused</li> <li>Methodology of the research is complete</li> </ul>	5-6	
<b>B - Knowledge &amp; Understanding</b> <i>Assesses the extent to which the research relates to the subject area of the research question, and the way in which this knowledge and understanding is demonstrated through the use of appropriate terminology and concepts.</i>	<ul style="list-style-type: none"> <li>The work does not reach a standard outlined by the descriptors below</li> </ul>	0	<b>Knowledge &amp; Understanding</b> - Must show that the student understands the broader historical context of question; for example, the Marshall Plan with respect to the origins of the Cold War. In other words, if the focus of the essay is the Marshall Plan, students must demonstrate how this focus is relevant to an understanding of the origins of the Cold War. Also, try to 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 question. Level of understanding can be evidence from synthesis and interpretation of knowledge into argument.  <b>Terminology and Concepts</b> - Use accurately historical terms and concepts relevant to the research topic, clarify meaning or context, or provide further explanation or definition of selected terms or concepts.
	<ul style="list-style-type: none"> <li>Knowledge and understanding is limited</li> <li>Use of terminology and concepts is unclear and limited</li> </ul>	1-2	
	<ul style="list-style-type: none"> <li>Knowledge and understanding is good</li> <li>Use of terminology and concepts is adequate</li> </ul>	3-4	
	<ul style="list-style-type: none"> <li>Knowledge and understanding is excellent</li> <li>Use of terminology and concepts is good</li> </ul>	5-6	
<b>C - Critical Thinking</b> <i>Assesses the extent to which critical-thinking skills have been used to analyse and evaluate the research undertaken.</i>	<ul style="list-style-type: none"> <li>The work does not reach a standard outlined by the descriptors below</li> </ul>	0	<b>Research</b> - Refers to a critical engagement with the past through relevant sources. 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 will provide useful information or insight relative to the source or historian's opinion that the student is referring to in support of their argument.  <b>Analysis</b> - Argument must be supported and developed by an analysis of the value and limitations of the research material. Irrelevant ideas or concepts will detract from value of analysis. Points contained must always be supported by the research. Narrative essays will not score well.  <b>Discussion/Evaluation</b> - 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. The conclusion must be consistent with evidence. Conclusion should not contain new material. Questions of further study can be discussed in conclusion.
	<ul style="list-style-type: none"> <li>The research is limited</li> <li>Analysis is limited</li> <li>Discussion/evaluation is limited</li> </ul>	1-3	
	<ul style="list-style-type: none"> <li>The research is adequate</li> <li>Analysis is adequate</li> <li>Discussion/evaluation is adequate</li> </ul>	4-6	
	<ul style="list-style-type: none"> <li>The research is good</li> <li>Analysis is good</li> <li>Discussion/evaluation is good</li> </ul>	7-9	
	<ul style="list-style-type: none"> <li>The research is excellent</li> <li>Analysis is excellent</li> <li>Discussion/evaluation is excellent</li> </ul>	10-12	

<b>D - Presentation</b> <i>Assesses the extent to which the presentation follows the standard format expected for academic writing and the extent to which this aids effective communication.</i>	<ul style="list-style-type: none"> <li>The work does not reach a standard outlined by the descriptors below</li> </ul>	0	<p><b>Headings/Sections</b> - 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.</p> <p><b>Use of charts, images and tables</b> - Charts, tables and images may appear in the body of the essay only if they clarify the argument at that particular point. Inclusion of non-relevant material will not be rewarded. Tables should not themselves include significant bodies of text. If they do, words must be included in the word count.</p> <p><b>Appendices</b> - Students must take care in their use of appendices as examiners are not required to read them. All information with direct relevance to the essay must be contained in the main body of the essay. All material in appendix must be properly referenced.</p> <p><b>Citations</b> - 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.</p> <p><b>Other Conventions</b> - 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. The essay must not exceed 4,000 words. Charts, tables and images are not included in the word count. Text should be font size 12 and double-spaced.</p>
	<ul style="list-style-type: none"> <li>Presentation is acceptable</li> </ul>	1-2	
	<ul style="list-style-type: none"> <li>Presentation is good</li> </ul>	3-4	
<b>E - Engagement</b> <i>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, and is based on the candidate's reflections on the 'Reflections on Planning and Progress' form, and in reference to the essay and supervisor comments.</i>	<ul style="list-style-type: none"> <li>The work does not reach a standard outlined by the descriptors below</li> </ul>	0	<p><b>Reflections</b> - Must provide written reflections on the decision-making and planning process during reflection meetings with supervisors. Students should try to demonstrate how they arrived at a topic as well as the methods and approach used. Must show critical and reflective thinking that goes beyond describing procedures. Must give insight into thinking, creativity and originality and demonstrate learning For example, students may reflect on:</p> <ol style="list-style-type: none"> <li>the approach and strategies they chose, and their relative success</li> <li>the Approaches to learning skills they have developed and their effect on the student as a learner</li> <li>how their conceptual understandings have developed or changed as a result of their research</li> <li>challenges they faced in their research and how they overcame these</li> <li>questions that emerged as a result of their research</li> <li>what they would do differently if they were to undertake the research again.</li> </ol>
	<ul style="list-style-type: none"> <li>Engagement is limited</li> </ul>	1-2	
	<ul style="list-style-type: none"> <li>Engagement is good</li> </ul>	3-4	
	<ul style="list-style-type: none"> <li>Engagement is excellent</li> </ul>	5-6	