

IB Extended Essay Advisor Comment and Assessment Rubric - HISTORY

Supervisor's Name: _____ Candidate's Name: _____

A. Research Question

This criterion assesses the extent to which the purpose of the essay is specified. In many subjects, the aim of the essay will normally be expressed as a question and, therefore, this criterion is called the “research question.” However, certain disciplines may permit or encourage different ways of formulating the research task.

In a history extended essay, the research question must be stated in the form of a question. The research question should not be understood as a statement of the topic but rather as a precisely formulated question that the research will attempt to answer. The research question should be identified clearly and set out prominently in the introduction. To avoid problems, **write the research question in bold** in your introduction.

Below Standard 0	Adequate 1	Excellent 2
<input type="checkbox"/> Not stated in the introduction <input type="checkbox"/> Does not lend itself to a systematic investigation in an extended essay in the subject in which it is registered	<input type="checkbox"/> Stated in the introduction <input type="checkbox"/> Not clearly expressed <input type="checkbox"/> Too broad in scope to be treated effectively within the word limit	<input type="checkbox"/> Clearly stated in the introduction <input type="checkbox"/> Sharply focused <input type="checkbox"/> Makes effective treatment possible within word limit

First Draft Comments:

B. Introduction

This criterion 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 chosen is significant and worthy of investigation.

The purpose of the introduction is to set the research question into context. You must explain how the topic you have chosen fits into its historical context and explain why the topic is “worthy of study” in terms of its historical impact and significance.

Below Standard 0	Adequate 1	Excellent 2
<input type="checkbox"/> Little or no attempt is made to set the research question into context <input type="checkbox"/> Little or no attempt to explain the significance of the topic	<input type="checkbox"/> Some attempt is made to establish the research question in context <input type="checkbox"/> Some attempt to explain the significance of the topic and why it is worthy of investigation	<input type="checkbox"/> Context of the research question is clearly demonstrated <input type="checkbox"/> Introduction clearly explains the significance of the topic and why it is worthy of investigation

First Draft Comments:

C. Investigation

This criterion 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.

Students must have consulted (and cited) a sufficiently extensive and varied range of sources, preferably including both primary and secondary sources.

	Below Standard 0	Marginal 1	Adequate 2	Good 3	Excellent 4
*Where the research question does not lend itself to a systematic investigation in the subject in which the essay is registered, the maximum level that can be awarded for this criterion is 2.	<input type="checkbox"/> Little to no evidence that sources have been consulted or data gathered <input type="checkbox"/> Little to no evidence of planning in the investigation	<input type="checkbox"/> A range of inappropriate sources has been consulted or inappropriate data has been gathered <input type="checkbox"/> There is little evidence that the investigation has been planned	<input type="checkbox"/> A limited range of appropriate sources has been consulted or data has been gathered <input type="checkbox"/> Some relevant material has been selected <input type="checkbox"/> There is evidence of some planning in the investigation	<input type="checkbox"/> A sufficient range of appropriate sources has been consulted or data has been gathered <input type="checkbox"/> Relevant material has been selected <input type="checkbox"/> The investigation has been satisfactorily planned	<input type="checkbox"/> An imaginative range of appropriate sources has been consulted or data has been gathered <input type="checkbox"/> Relevant material has been carefully chosen <input type="checkbox"/> The investigation has been well planned

First Draft Comments:

D: Knowledge and Understanding of Topic

“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.

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.

*Where the research question does not lend itself to a systematic investigation in the subject in which the essay is registered, the maximum level that can be awarded for this criterion is 2.	Below Standard 0	Marginal 1	Adequate 2	Good 3	Excellent 4
	<input type="checkbox"/> Essay demonstrates no real knowledge or understanding of the topic	<input type="checkbox"/> Essay demonstrates some knowledge but little understanding of the topic <input type="checkbox"/> Essay shows little awareness of an academic context for the investigation	<input type="checkbox"/> Essay demonstrates an adequate knowledge and some understanding of the topic <input type="checkbox"/> Essay shows some awareness of an academic context for the investigation	<input type="checkbox"/> Essay demonstrates good knowledge and understanding of the topic <input type="checkbox"/> Where appropriate, the essay successfully outlines an academic context for the investigation	<input type="checkbox"/> Essay demonstrates a very good knowledge and understanding of the topic <input type="checkbox"/> Where appropriate, the essay clearly and precisely locates the investigation in an academic context

First Draft Comments:

E. Reasoned Argument

This criterion 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.

Students should be aware of the need to give 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.

	Below Standard 0	Marginal 1	Adequate 2	Good 3	Excellent 4
*Where the research question does not lend itself to a systematic investigation in the subject in which the essay is registered, the maximum level that can be awarded for this criterion is 2.	<input type="checkbox"/> No attempt to develop a reasoned argument in relation to the research question	<input type="checkbox"/> Limited or superficial attempt to present ideas in a logical and coherent manner <input type="checkbox"/> Limited or superficial attempt to develop a reasoned argument in relation to the research question	<input type="checkbox"/> Some attempt to present ideas in a logical and coherent manner <input type="checkbox"/> Some attempt to develop a reasoned argument in relation to the research question, but this is only partially successful	<input type="checkbox"/> Ideas are presented in a logical and coherent manner <input type="checkbox"/> A reasoned argument is developed in relation to the research question, but with some weaknesses	<input type="checkbox"/> Ideas are presented clearly and in a logical and coherent manner <input type="checkbox"/> Essay succeeds in developing a reasoned and convincing argument in relation to the research question

First Draft Comments:

F. Application of Analytical and Evaluative Skills Appropriate to the Subject

Analysis is a very important historical skill. Students should analyse (that is, consider the meaning and importance of) the relevant factual evidence/data produced by their research, to argue a case and reach a conclusion. **Sources used in the research process should be evaluated and their reliability assessed.**

Below Standard 0	Marginal 1	Adequate 2	Good 3	Excellent 4
<input type="checkbox"/> Essay shows no application of appropriate analytical and evaluative skills	<input type="checkbox"/> Essays shows little application of appropriate analytical and evaluative skills	<input type="checkbox"/> Essay shows some application of appropriate analytical and evaluative skills	<input type="checkbox"/> Essay shows sound application of appropriate analytical and evaluative skills	<input type="checkbox"/> Essay shows effective and sophisticated application of appropriate analytical and evaluative skills

First Draft Comments:

G: Use of Language Appropriate to the Subject

Students writing extended essays in history need to take three factors into consideration for this criterion: the language must be clear and unambiguous, historical terminology should be used, and statements should be specific and precise, avoiding sweeping generalizations and unsupported assertions. This criterion is not meant to disadvantage students who are not writing in their first language—as long as the meaning is clear, the historical content will be rewarded.

Below Standard 0	Marginal 1	Adequate 2	Good 3	Excellent 4
<ul style="list-style-type: none"> <input type="checkbox"/> Language used is inaccurate and unclear <input type="checkbox"/> No effective use of terminology appropriate to the subject 	<ul style="list-style-type: none"> <input type="checkbox"/> Language used sometimes communicates clearly but does not do so consistently <input type="checkbox"/> Use of terminology appropriate to the subject is only partially accurate 	<ul style="list-style-type: none"> <input type="checkbox"/> Language used for the most part communicates clearly <input type="checkbox"/> Use of terminology appropriate to the subject is usually accurate 	<ul style="list-style-type: none"> <input type="checkbox"/> Language used communicates clearly <input type="checkbox"/> Use of terminology appropriate to the subject is accurate, although there may be occasional lapses 	<ul style="list-style-type: none"> <input type="checkbox"/> Language used communicates clearly and precisely <input type="checkbox"/> Terminology appropriate to the subject is used accurately, with skill and understanding

First Draft Comments:

H: Conclusion

This criterion 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.

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. It should also answer the research question asked, and if the data and analysis failed to do so, the conclusion must state this as well as any other problems encountered.

Below Standard 0	Adequate 1	Excellent 2
<ul style="list-style-type: none"> <input type="checkbox"/> Little or no attempt is made to provide a conclusion that is relevant to the research question 	<ul style="list-style-type: none"> <input type="checkbox"/> A conclusion is attempted that is relevant to the research question but may not be consistent with the evidence presented in the essay 	<ul style="list-style-type: none"> <input type="checkbox"/> An effective conclusion is clearly stated <input type="checkbox"/> Conclusion is relevant to the research question and consistent with the evidence presented in the essay <input type="checkbox"/> Where appropriate to the subject concerned, the conclusion includes unresolved questions

First Draft Comments:

I: Formal Presentation

This criterion assesses the extent to which the 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).

This criterion relates to the extent to which the essay conforms to academic standards about the way in which research papers should be presented. The presentation of essays that omit a bibliography or that do not give references for quotations is deemed unacceptable (level 0). Essays that omit one of the required elements—title page, table of contents, page numbers—are deemed no better than satisfactory (maximum level 2), while essays that omit two of them are deemed poor at best (maximum level 1).

Careful recording of the relevant details of all evidence significant to the research question is necessary so that complete references can be 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). Tables and charts should appear in the body of the essay, as close as possible to their first reference. Any material that is not original must be acknowledged. If an appendix is included, it should be cross-referenced with the essay, otherwise it has little value.

Below Standard 0	Marginal 1	Adequate 2	Good 3	Excellent 4
<input type="checkbox"/> Formal presentation is unacceptable <input type="checkbox"/> Essay exceeds 4000 words	<input type="checkbox"/> Formal presentation is poor <input type="checkbox"/> Is within the word limit	<input type="checkbox"/> Formal presentation is satisfactory <input type="checkbox"/> Is within the word limit	<input type="checkbox"/> Formal presentation is good <input type="checkbox"/> Is within the word limit	<input type="checkbox"/> Formal presentation is excellent <input type="checkbox"/> Is within the word limit

First Draft Comments:

J: Abstract

The abstract must consist of three elements: the research question (or hypothesis), the scope of the essay (that is, what was investigated and how it was investigated) and the conclusion. An abstract is not a precise of the topic.

Below Standard 0	Adequate 1	Excellent 2
<input type="checkbox"/> Does not state the research question <input type="checkbox"/> Does not state how the investigation was undertaken <input type="checkbox"/> Does not state the conclusions of the essay <input type="checkbox"/> Exceeds 300 words	<input type="checkbox"/> States the research question that was investigated <input type="checkbox"/> States how the investigation was undertaken <input type="checkbox"/> States the conclusions of the essay <input type="checkbox"/> Is within the word limit	<input type="checkbox"/> Clearly states the research question that was investigated <input type="checkbox"/> Clearly states how the investigation was undertaken <input type="checkbox"/> Clearly states the conclusions of the essay <input type="checkbox"/> Is within the word limit

First Draft Comments:

K: Holistic Judgment

The purpose of this criterion is to 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.

Qualities that are rewarded under this criterion include the following.

- Intellectual initiative: Ways of demonstrating this in biology essays include the choice of topic and research question, and the use of novel or innovative approaches to address the research question.
- Insight and depth of understanding: These are most likely to be demonstrated as a consequence of detailed research and thorough reflection, and by well-informed and reasoned argument that consistently and effectively addresses the research question.

Below Standard 0	Marginal 1	Adequate 2	Good 3	Excellent 4
<input type="checkbox"/> Essay shows no evidence of intellectual initiative, depth of understanding and insight	<input type="checkbox"/> Essay shows little evidence of intellectual initiative, depth of understanding and insight	<input type="checkbox"/> Essay shows some evidence of intellectual initiative, depth of understanding and insight	<input type="checkbox"/> Essay shows clear evidence of intellectual initiative, depth of understanding and insight	<input type="checkbox"/> Essay shows considerable intellectual initiative, depth of understanding and insight

First Draft Comments:

Submitted to turnitin.com yes no

Works Cited/Works Consulted Page is free of errors yes no

Disclaimer: The draft score is assigned at the school level by the candidate’s supervisor. It is a formative evaluation intended to help the student revise the essay. The finished essay is rescored by the supervisor and submitted as the student’s predicted grade on the extended essay. **The actual/official extended essay score is determined by the mark received from external IBO examiners.**

- A. Research Question _____
- B. Introduction _____
- C. Investigation _____
- D. Knowledge/Understanding of Subject _____
- E. Reasoned Argument _____
- F. Analytical and Evaluative Skills _____
- G. Use of Language _____
- H. Conclusion _____
- I. Formal Presentation _____
- J. Abstract _____
- K. Holistic Judgment _____

Total: _____/36

ESTIMATED GRADE BOUNDARIES

Excellent	36-30
Good	29-25
Satisfactory	24-17
Mediocre	16-9
Elementary	8-0

OVERALL ASSESSMENT:

- A Work of an excellent standard
- B Work of a good standard
- C Work of a satisfactory standard
- D Work of a mediocre standard