

Chief Sealth International High School



Extended Essay Handbook
Class of 2018 and Beyond

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The extended essay at a glance

Key features of the extended essay

- The extended essay is **compulsory** for all students taking the **Diploma Programme** and is an option for course students.
- **A student must achieve a D grade or higher to be awarded the Diploma.**
- The extended essay is externally assessed and, in combination with the grade for theory of knowledge, contributes up to three points to the total score for the IB Diploma.
- The extended essay process helps prepare students for success at university and in other pathways beyond the Diploma Programme.
- When choosing a subject for the extended essay, students must choose a subject that is offered at Chief Sealth.
- The extended essay is a piece of independent research on a topic chosen by the student in consultation with a supervisor in the school.
- It is presented as a formal piece of sustained academic writing containing **no more than 4,000** words accompanied by a reflection form of no more than 500 words.
- It is the result of approximately **40 hours** of work by the student.
- **Students are supported by a supervision process recommended to be 3–5 hours, which includes three mandatory reflection sessions.**
- The third and final mandatory reflection session is the *viva voce*, which is a concluding interview with the supervising teacher.

The nature of the extended essay

- Opportunity to explore an area of personal interest
- INDEPENDENT written research paper
- Develop important transferrable skills like research, critical thinking, and self-management
- Emphasis on engagement with and reflection on the research process
- EEs are done in a specific discipline or in one of the interdisciplinary options
 - The disciplines are chosen from one of the student's 6 IB courses. The available course subjects are:
 - Biology
 - Business Management
 - History (can do EE in English OR Spanish)
 - Language & Literature – English
 - Language B – Chinese, Japanese, or Spanish
 - Mathematics
 - Music
 - Psychology
 - Sports, exercise, and health science
 - Theatre
 - Visual Arts
 - A student must have been in at least one of the subjects for the interdisciplinary options
 - World Studies – Must choose ONE of the five global themes
 - Science, technology and society
 - Culture, language and identity
 - Conflict, peace and security
 - Equality and inequality
 - Health and development

- Environmental and/or economic sustainability
 - Environmental Systems and Societies - focuses upon the interaction and integration of “natural” environmental systems and human societies.
 - Literature and Performance -includes a balanced consideration of the written text and the performance AND an exploration of the ways they function in a creative and critical relationship with one another.
- Students demonstrate their knowledge and understanding of the theories, tools, techniques of the specific disciplines in which they are doing their EE
- Students who choose a World Studies EE must demonstrate how their understanding of an issue of contemporary global significance is enhanced by an interdisciplinary approach

The supervision process

- 3-5 recommended hours
- 3 formal reflection sessions between student and supervisor as well as check-in sessions
- **Students must record their Reflections on the Planning and Progress (RPPF) form in ManageBac**
 - This will be submitted with the EE and assessed under criterion E (engagement)
- Check-In Sessions
 - In between the formal reflection sessions
 - May consist of occasional 10-minute check-in or more lengthy discussions
 - May cover: comment clarifications, timelines, particular issues like access to resources etc...
 - DO NOT need to be recorded on the RPPF
- Formal reflection sessions
 - 3 mandatory sessions
 - Must be recorded on the RPPF
 - 20-30 minutes
 - May involve students sharing excerpts from their notes and ideas
 - Should focus on progress made and set expectations for moving forward

Guidance for the Three Reflection Sessions

Preparation for the first reflection session

As preparation for their first reflection session, students should do the following.

1. Think about subjects and areas of particular personal interest and do some initial background reading into a subject and topic of their choice.
2. Using this as a starting point, explore a variety of possible research topics.
3. Read the subject-specific section of the *Extended essay guide* for the subject they are interested in, paying particular attention to the nature of the subject and the treatment of the topic.
4. Undertake further background reading and begin to gather information around their area of interest. This exploration should give rise to a variety of topics and questions that students can consider for further research. At this stage it is important that students consider the availability of reliable and valid sources for the topic under consideration. All of this should be recorded in their Researcher’s reflection space (i.e. notes).
5. Begin developing a research proposal which might include a MindMap® of ideas, an annotated article or preliminary bibliography. Additionally, students must already be thinking in terms of the following questions.

- Is my topic appropriate for the subject I am considering?
- Why am I interested in this area and why is it important?
- What possible questions have emerged from my initial reading?
- Are there any ethical issues that I need to consider?
- What possible methods or approaches might be used for research in this area and why?

It is recommended at this point that the student–supervisor relationship is formalized and the student can consider himself or herself prepared for the first formal reflection session.

First formal reflection session

This initial reflection session should be a dialogue between the student and the supervisor based on the student's initial explorations.

Topics of discussion that should arise during this session include:

- a review of the requirements and assessment criteria for the subject
- a review of ethical and legal implications, if applicable
- a dialogue about possible approaches and any potential problems that might arise
- a discussion of strategies for developing the student's ideas for the essay and expanding the research so that the essay starts to take form
- probing and challenging questions that will help the student focus their thinking; this should lead to the development of the student's working research question
- an outline of the next steps that the student should undertake in order to refine their question; this should take the form of a research and writing timeline.

TIP - Following this first session, the student is required to complete the first student comment section of the *Reflections on planning and progress form* on ManageBac. Supervisors can then review and lock the reflection.

Preparation for the interim reflection session

Between the first and second reflection session, students can engage in informal conversations with other people, such as subject teachers, the extended essay coordinator, the librarian or their supervisor. They must also ensure that they are progressing with their research plan.

In preparation for the interim reflection session, students should have:

- attempted to refine a focused and appropriate research question
- significantly deepened their research and recorded pertinent evidence, information or data in the Researcher's reflection space
- reviewed and consolidated the methodologies they are using
- formulated arguments based on the evidence that they have collected
- added to the working bibliography for their research.
- Ideally, have a draft of the work for the supervisor to review

The interim reflection session

This session is a continuation of the dialogue between supervisor and student in which the student must demonstrate the progress they have made in their research. They must also be able to discuss any challenges they have encountered, offer their own potential solutions and seek advice as necessary.

During this session the supervisor might discuss:

- a completed piece of sustained writing from the student in order to ensure that they understand the academic writing requirements, including referencing formats

- whether an appropriate range of sources has been accessed and how the student is critically evaluating the origin of those sources
- what the student now has to do in order to produce the full draft of their essay, and ways and means of breaking down the task into manageable steps.

By the end of the interim reflection session both student and supervisor should feel satisfied that there is:

- a clear and refined research question
- a viable argument on which to base the essay
- a sufficient range of appropriate sources
- a clear vision for the final steps in the writing process.

Between the interim session and the completion of the extended essay, students should continue to see their supervisor as appropriate to their needs, although the third and final reflection session should not take place until after the extended essay has been completed and uploaded for submission.

Commenting on a draft version of the extended essay

Commenting on one completed draft of the essay is a very important aspect of the latter stages in the process, and the last point at which the supervisor sees the essay before it is finally uploaded for submission. It is therefore vital that the level of support given is appropriate—too little support and the ability of the student to meet their potential is compromised; too much help and it will not be the work of an independent learner.

The best way of conducting this last stage is for the student to submit the essay prior to a supervision session to allow the supervisor to add their comments. This should be followed by a one-to-one discussion between the supervisor and the student in which they go through the comments together as these become a starting point for a dialogue about the essay. This advice should be in terms of the way the work could be improved, but the draft must not be heavily annotated or edited by the supervisor.



What supervisors can do

Comments can be added that indicate that the essay could be improved. These comments should be open-ended and not involve editing the text, for example:

- **Issue:** the research question is expressed differently in three places (the title page, the introduction and the conclusion).
Comment: is your research question consistent through the essay, including on the title page?
- **Issue:** the essay rambles and the argument is not clear.
Comment: your essay lacks clarity here. How might you make it clearer?
- **Issue:** the student has made a mistake in their calculations.
Comment: check this page carefully.
- **Issue:** the student has left out a section of the essay.
Comment: you are missing something here. What is it? Check the essay against the requirements.
- **Issue:** the essay places something in the appendix that should be in the body of the essay.
Comment: are you sure this belongs here?
- **Issue:** the conclusion is weak.
Comment: what is it that you are trying to say here? Have you included all your relevant findings? Have you looked at unanswered questions?
- **Issue:** the essay has an incomplete citation.
Comment: you need to check this page for accuracy of referencing.



What supervisors cannot do:

- Correct spelling and punctuation.
- Correct experimental work or mathematics.
- Re-write any of the essay.
- Indicate where whole sections of the essay would be better placed.
- Proofread the essay for errors.
- Correct bibliographies or citations.

NOTE: If students give their supervisor sections of their extended essay to read, this is permissible but the same section of work should not be looked at repeatedly by the supervisor, nor should it be heavily annotated or edited. Students and supervisors must be clear that only one complete draft of the essay is permitted to be looked at by the supervisor.

Submission requirements

After commenting on one full draft, the next version of the essay that the supervisor sees must be the final one submitted to them before the *viva voce*. **This version of the extended essay must be clean;** in other words, it must not contain any comments from the supervisor or any other person. Once this version has been submitted to the supervisor and discussed, students are not permitted to make any further changes to it, unless deemed appropriate by the supervisor because of an administrative error. For this reason, it is important that students are advised to ensure that it meets all formatting and submission requirements before they upload it.

Preparation for the final reflection session (viva voce)

Supervisors must have already read the final version of the essay, sent to them by the candidate, before this session takes place.

Students should bring the following to this session:

- Ideas and evidence that illustrate how they have grown as learners through the process of reflection
- a willingness to share their personal experience and to discuss the skills and development of conceptual understandings that they have acquired through the completion of the extended essay.

Final reflection session (viva voce)

The *viva voce* is a short interview between the student and the supervisor, and is the mandatory conclusion to the extended essay process. Students who do not attend the *viva voce* will be disadvantaged under criterion E (engagement) as the *Reflections on planning and progress form* will be incomplete.

The *viva voce* is conducted once the student has submitted the final version of their extended essay. **At this point in the process no further changes can be made to the essay.** The *viva voce* is a celebration of the completion of the essay and a reflection on what the student has learned from the process.

The *viva voce* is:

- an opportunity to ask the student a variety of open-ended questions to elicit holistic evidence of the student's learning experience.
- an opportunity for the supervisor to confirm the authenticity of the student's ideas and sources
- an opportunity to reflect on successes and difficulties encountered in the research process
- an aid to the supervisor's comments on the *Reflections on planning and progress form*.

The *viva voce* should last 20–30 minutes. This is included in the recommended amount of time a supervisor should spend with the student.

In conducting the *viva voce* and writing their comments on the *Reflections on planning and progress form*, supervisors should bear in mind the following.

- The form is an assessed part of the extended essay. The form must include: comments made by the supervisor that are reflective of the discussions undertaken with the student during their supervision/reflection sessions; the student's comments; and the supervisor's overall impression of the student's engagement with the research process.
- An incomplete form resulting from supervisors not holding reflection sessions, or students not attending them, could lead to criterion E (engagement) being compromised.
- In assessing criterion E (engagement), examiners will take into account any information given on the form by the student about unusual intellectual inventiveness. This is especially the case if the student is able to demonstrate what has been learned as a result of this process or the skills developed.
- Examiners want to know that students understand any material (which must be properly referenced) that they have included in their essays. If the way the material is used in context in the essay does not clearly establish this, the supervisor can check the student's understanding in the *viva voce* and comment on this on the *Reflections on planning and progress form*.
- If there appear to be major shortcomings in citations or referencing, the supervisor should investigate thoroughly. No essay should be authenticated if the supervisor believes the student may be guilty of plagiarism or some other form of academic misconduct.
- The comment made by the supervisor should not attempt to do the examiner's job. It should refer to things, largely process-related, that may not be obvious in the essay itself.
- Unless there are particular problems, the *viva voce* should begin and end positively. Completion of a major piece of work such as the extended essay is a great achievement for students.

Writing the Extended Essay

The structure of the essay is very important. It helps students to organize the argument, making the best use of the evidence collected.

There are six required elements of the final work to be submitted. Please note that the order in which these elements are presented here is not necessarily the order in which they should be written.

Six required elements of the extended essay:

1. Title page - The title page should include **only** the following information:
 - The title of the essay
 - the research question
 - the subject for which the essay is registered (if it is a language essay also state which category it falls into; if a world studies essay also state the theme and the two subjects utilized)
 - word count.
 - If footnotes have been used for anything other than referencing, the word count stated on the coversheet should include the footnotes, with an explicit statement that the stated word count includes explanatory footnotes.
 - **IMPORTANT:** Please note that name of the student or the school should not appear on the title page or on any page headers. This is because the work is assessed anonymously.

2. Contents page - A contents page must be provided at the beginning of the extended essay and all pages should be numbered. Please note that an index page is not required and if included will be treated as if it is not present.
3. Introduction - The introduction should tell the reader what to expect in the essay. The introduction should make clear to the reader the focus of the essay, the scope of the research, in particular an indication of the sources to be used, and an insight into the line of argument to be taken. While students should have a sense of the direction and key focus of their essay, it is sometimes advisable to finalize the introduction once the body of the essay is complete.
4. Body of the essay - The main task is writing the body of the essay, which should be presented in the form of a reasoned argument. The form of this varies with the subject of the essay but as the argument develops it should be clear to the reader what relevant evidence has been discovered, where/how it has been discovered and how it supports the argument. In some subjects, for example, the sciences, sub-headings within the main body of the essay will help the reader to understand the argument (and will also help the student to keep on track). In structuring their extended essay, students must take into consideration the expected conventions of the subject in which their extended essay is registered. Once the main body of the essay is complete, it is possible to finalize the introduction (which tells the reader what to expect) and the conclusion (which says what has been achieved, including notes of any limitations and any questions that have not been resolved). Any information that is important to the argument **must not** be included in appendices or footnotes/endnotes. The examiner **will not** read notes or appendices, so an essay that is not complete in itself will be compromised across the assessment criteria.
5. Conclusion - The conclusion says what has been achieved, including notes of any limitations and any questions that have not been resolved. While students might draw conclusions throughout the essay based on their findings, it is important that there is a final, summative conclusion at the end. This conclusion(s) must relate to the research question posed.
6. References and bibliography - Students should use their chosen style of academic referencing as soon as they start writing. That way they are less likely to forget to include a citation. It is also easier than trying to add references at a later stage. Writing the essay takes time but if students have used their Researcher's reflection space and reflection sessions in a meaningful way they should be well prepared to develop their arguments.

Presentation of the Extended Essay

The extended essay should be written in a clear, correct and formal academic style, appropriate to the subject from which the topic is drawn. Given that the extended essay is a formally written research paper, it should strive to maintain a professional, academic look.

To help achieve this, the following formatting is suggested.

- the use of 12-point, readable font
- double spacing
- page numbering
- no candidate or school name on the title page or page headers
- the file size must not be more than 10 MB. (Note that the RPPF is uploaded separately and is **not** part of the overall file size of the essay.)

Submitting the extended essay in the required format will help set the tone of the essay and will aid readability for on-screen assessment by examiners.

Word Counts

The upper limit is 4,000 words for all extended essays.

 Included in the word count	 Not included in the word count
The introduction	The contents page
The main body	Maps, charts, diagrams, annotated illustrations
The conclusion	Tables
Quotations	Equations, formulas and calculations
Footnotes and/or endnotes that are not references	Citations/references (whether parenthetical, numbered, footnotes or endnotes)
	The bibliography
	The <i>Reflections on planning and progress form</i>
	Headers

Assessment of the Extended Essays

All extended essays are externally assessed by IB. However, supervisors are responsible for giving a predicted grade on the essay.

Grade descriptors

Predicted grades for all subjects should be based on the **qualitative** grade descriptors for the subject in question. These descriptors are what will be used by senior examiners to set the boundaries for the extended essay in May 2018, and so schools are advised to use them in the same way.

Grade A
Demonstrates effective research skills resulting in a well-focused and appropriate research question that can be explored within the scope of the chosen topic; effective engagement with relevant research areas, methods and sources; excellent knowledge and understanding of the topic in the wider context of the relevant discipline; the effective application of source material and correct use of subject-specific terminology and/or concepts further supporting this; consistent and relevant conclusions that are proficiently analysed; sustained reasoned argumentation supported effectively by evidence; critically evaluated research; excellent presentation of the essay, whereby coherence and consistency further supports the reading of the essay; and present and correctly applied structural and layout elements. Engagement with the process is conceptual and personal, key decision-making during the research process is documented, and personal reflections are evidenced, including those that are forward-thinking.
Grade B
Demonstrates appropriate research skills resulting in a research question that can be explored within the scope of the chosen topic; reasonably effective engagement with relevant research areas, methods and sources; good knowledge and understanding of the topic in the wider context of the relevant discipline; a reasonably effective application of source material and use of subject-specific terminology and/or concepts; consistent conclusions that are accurately analysed; reasoned argumentation often supported by evidence; research that at times evidences critical evaluation; and a clear presentation of all structural and layout elements, which further supports the reading of the essay. Engagement with the process is generally evidenced by the reflections and key decision-making during the research process is documented.
Grade C
Demonstrates evidence of research undertaken, which has led to a research question that is not necessarily expressed in a way that can be explored within the scope of the chosen topic; partially

effective engagement with mostly appropriate research areas, methods and sources—however, there are some discrepancies in those processes, although these do not interfere with the planning and approach; some knowledge and understanding of the topic in the wider context of the discipline, which is mostly relevant; the attempted application of source material and appropriate terminology and/or concepts; an attempted synthesis of research results with partially relevant analysis; conclusions partly supported by the evidence; discussion that is descriptive rather than analytical; attempted evaluation; satisfactory presentation of the essay, with weaknesses that do not hinder the reading of the essay; and some structural and layout elements that are missing or are incorrectly applied.

Engagement with the process is evidenced but shows mostly factual information, with personal reflection mostly limited to procedural issues.

Grade D

Demonstrates a lack of research, resulting in unsatisfactory focus and a research question that is not answerable within the scope of the chosen topic; at times engagement with appropriate research, methods and sources, but discrepancies in those processes that occasionally interfere with the planning and approach; some relevant knowledge and understanding of the topic in the wider context of the discipline, which are at times irrelevant; the attempted application of source material, but with inaccuracies in the use of, or underuse of, terminology and/or concepts; irrelevant analysis and inconsistent conclusions as a result of a descriptive discussion; a lack of evaluation; presentation of the essay that at times is illogical and hinders the reading; and structural and layout elements that are missing.

Engagement with the process is evidenced but is superficial, with personal reflections that are solely narrative and concerned with procedural elements.

Grade E (failing condition)

Demonstrates an unclear nature of the essay; a generally unsystematic approach and resulting unfocused research question; limited engagement with limited research and sources; generally limited and only partially accurate knowledge and understanding of the topic in the wider context of the relevant discipline; ineffective connections in the application of source material and inaccuracies in the terminology and/or concepts used; a summarizing of results of research with inconsistent analysis; an attempted outline of an argument, but one that is generally descriptive in nature; and a layout that generally lacks or incorrectly applies several layout and structural elements.

Engagement with the process is limited, with limited factual or decision-making information and no personal reflection on the process.

The Assessment Criteria

The following is how the external IB examiners will grade the extended essays.

Criterion A: focus and method	Criterion B: knowledge and understanding	Criterion C: critical thinking	Criterion D: presentation	Criterion E: engagement
<ul style="list-style-type: none"> • Topic • Research question 	<ul style="list-style-type: none"> • Context • Subject-specific 	<ul style="list-style-type: none"> • Research • Analysis 	<ul style="list-style-type: none"> • Structure • Layout 	<ul style="list-style-type: none"> • Process • Research focus

• Methodology	terminology and concepts	• Discussion and evaluation		
Marks	Marks	Marks	Marks	Marks
6	6	12	4	6

Criterion A: Focus and method

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.

Level	Descriptor of strands and indicators
0	The work does not reach a standard outlined by the descriptors below.
1–2	<p>The topic is communicated unclearly and incompletely.</p> <ul style="list-style-type: none"> • 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. <p>The research question is stated but not clearly expressed or too broad.</p> <ul style="list-style-type: none"> • 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. <p>Methodology of the research is limited.</p> <ul style="list-style-type: none"> • 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.
3–4	<p>The topic is communicated.</p> <ul style="list-style-type: none"> • Identification and explanation of the research topic is communicated; the purpose and focus of the research is adequately clear, but only partially appropriate. <p>The research question is clearly stated but only partially focused.</p> <ul style="list-style-type: none"> • The research question is clear but the discussion in the essay is only partially focused and connected to the research question. <p>Methodology of the research is mostly complete.</p> <ul style="list-style-type: none"> • 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. <p>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.</p>
5–6	The topic is communicated accurately and effectively.

	<ul style="list-style-type: none"> • Identification and explanation of the research topic is effectively communicated; the purpose and focus of the research is clear and appropriate. <p>The research question is clearly stated and focused.</p> <ul style="list-style-type: none"> • The research question is clear and addresses an issue of research that is appropriately connected to the discussion in the essay. <p>Methodology of the research is complete.</p> <ul style="list-style-type: none"> • An appropriate range of relevant source(s) and/or method(s) has been selected in relation to the topic and research question. • There is evidence of effective and informed selection of sources and/or methods.
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Criterion B: Knowledge and understanding

This criterion assesses the extent to which the research relates to the subject area/discipline used to explore the research question, or in the case of the world studies extended essay, the issue addressed and the two disciplinary perspectives applied, and additionally the way in which this knowledge and understanding is demonstrated through the use of appropriate terminology and concepts.

Level	Descriptor of strands and indicators
0	<p>The work does not reach a standard outlined by the descriptors below.</p>
1–2	<p>Knowledge and understanding is limited.</p> <ul style="list-style-type: none"> • The application 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. <p>Use of terminology and concepts is unclear and limited.</p> <ul style="list-style-type: none"> • Subject-specific terminology and/or concepts are either missing or inaccurate, demonstrating limited knowledge and understanding.
3–4	<p>Knowledge and understanding is good.</p> <ul style="list-style-type: none"> • The application 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. <p>Use of terminology and concepts is adequate.</p> <ul style="list-style-type: none"> • The use of subject-specific terminology and concepts is mostly accurate, demonstrating an appropriate level of knowledge and understanding. <p>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.</p>
5–6	<p>Knowledge and understanding is excellent.</p> <ul style="list-style-type: none"> • The application 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. <p>Use of terminology and concepts is good.</p>

	<ul style="list-style-type: none"> The use of subject-specific terminology and concepts is accurate and consistent, demonstrating effective knowledge and understanding.
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Criterion C: Critical thinking

This criterion assesses the extent to which critical-thinking skills have been used to analyse and evaluate the research undertaken.

Level	Descriptor of strands and indicators
0	The work does not reach a standard outlined by the descriptors below.
1–3	<p>The research is limited.</p> <ul style="list-style-type: none"> The research presented is limited and its application to support the argument is not clearly relevant to the research question. <p>Analysis is limited.</p> <ul style="list-style-type: none"> There is limited analysis. Where there are conclusions to individual points of analysis these are limited and not consistent with the evidence. <p>Discussion/evaluation is limited.</p> <ul style="list-style-type: none"> 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. <p>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.</p>
4–6	<p>The research is adequate.</p> <ul style="list-style-type: none"> Some research presented is appropriate and its application to support the argument is partially relevant to the research question. <p>Analysis is adequate.</p> <ul style="list-style-type: none"> 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. <p>Discussion/evaluation is adequate.</p> <ul style="list-style-type: none"> An argument explains the research but the reasoning contains inconsistencies. The argument may lack clarity and coherence but this does not significantly hinder understanding.

	<ul style="list-style-type: none"> • 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	<p>The research is good.</p> <ul style="list-style-type: none"> • The majority of the research is appropriate and its application to support the argument is clearly relevant to the research question. <p>Analysis is good.</p> <ul style="list-style-type: none"> • 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. <p>Discussion/evaluation is good.</p> <ul style="list-style-type: none"> • 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	<p>The research is excellent.</p> <ul style="list-style-type: none"> • The research is appropriate to the research question and its application to support the argument is consistently relevant. <p>Analysis is excellent.</p> <ul style="list-style-type: none"> • 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. <p>Discussion/evaluation is excellent.</p> <ul style="list-style-type: none"> • 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.

Criterion D: Presentation

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.

Level	Descriptor of strands and indicators
0	The work does not reach a standard outlined by the descriptors below.

1–2	<p>Presentation is acceptable.</p> <ul style="list-style-type: none"> • 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.
3–4	<p>Presentation is good.</p> <ul style="list-style-type: none"> • 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.

Criterion E: Engagement

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, and is based solely on the candidate’s reflections as detailed on the RPPF, with the supervisory comments and extended essay itself as context. Only the first 500 words are assessable.

Level	Descriptor of strands and indicators
0	The work does not reach a standard outlined by the descriptors, an RPPF has not been submitted, or the RPPF has been submitted in a language other than that of the essay.
1–2	<p>Engagement is limited.</p> <ul style="list-style-type: none"> • 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.
3–4	<p>Engagement is good.</p> <ul style="list-style-type: none"> • 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	<p>Engagement is excellent.</p> <ul style="list-style-type: none"> • 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.