

Extended Essay Manual

International Baccalaureate Diploma Programme

Riverdale High School
2014-2015

IB Coordinator: Monique Pontiff

Extended Essay Coordinator: Allison Warner



Candidate Name: _____



IB Learner Profile

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

General Information

The Extended Essay is an essential component in the IB Diploma Programme. The purpose of the essay is to allow students to engage in independent research and pursue knowledge in a subject area of personal interest. The students will be required to communicate their information in a logical manner and present the final essay according to the IBO guidelines.

Extended essays must be written in English unless the topic is chosen from a Group 2 subject, in which case the essay must be written in that language. For Bosse High School students, this would be either French or Spanish. The extended essay should include the introduction, the body and the conclusion with a limit of 4000 words. Papers in excess of 4000 words are subject to penalties and examiners are not required to read them. A final draft of the extended essay will include all of the following components:

- Title page
- Abstract
- Table of Contents
- Introduction
- Body/methods/results
- Conclusion
- Illustrations/Charts/tables
- Appendices
- References

IB Diploma Candidates will be given a handbook including the extended essay requirements, necessary forms to be completed during the essay process and a list of important due dates to help track their progress. The research process will be monitored by the extended essay coordinator who will also maintain communication with the faculty Supervisors.

Choosing a Subject and Topic

The subject selection for the extended essay must come from the list of available subjects in the *Extended Essay Guide*. Once the subject is chosen and approved, then a topic within that subject must be selected. Students are advised to choose a subject in which they have sufficient background knowledge and skills. Subjects that are not part of the student's diploma program course of study are permitted, but caution is advised unless the student has a high level of personal interest in that particular subject.

Choosing a topic from a particular subject requires careful consideration. Students are advised to review relevant subject guidelines which will be provided by the IB coordinator. Topics should be limited in scope so that students have the opportunity to research the issue in depth. Collecting data and information should allow students to provide analysis and evaluation in their research. (It is not necessary for this research to make a contribution to knowledge within the subject.)

Students are advised that broad topics are not likely to result in successful essays. Likewise, essays that do not reflect personal research but rely on narrative or descriptive approaches will not be appropriate. Essays written on well-documented subjects are also unlikely to result in successful extended essays.

Choosing a Supervisor

Once a topic has been chosen, each student will receive a faculty Supervisor who will serve as the candidates extended essay supervisor. The extended essay supervisor will be someone with the necessary qualifications and experience in the subject area chosen by the candidate. It is also very important that the supervisor be familiar with the diploma program in general. Their primary responsibilities will be to encourage and support the candidate, provide guidance concerning the subject, ensure that the candidate's essay is his/her own work and complete the supervisor's report. In addition, the supervisor will be responsible for assisting the candidates with defining a topic, developing a suitable question and providing them with the necessary resources to complete their research project.

Because the demands of the extended essay can be overwhelming at times, it is extremely important for the supervisor to maintain close contact with their candidate throughout the research process and provide them with general guidance on time management. The extended essay coordinator will provide each supervisor and candidate with access to the relevant sections from the extended essay guide. In addition, each candidate will be given a timeline that will indicate deadlines for the important stages in their research and writing.

Assessment

Predicted grades for the extended essay will be determined by a committee including the extended essay coordinator, the candidate's supervisor and a faculty member from the English department. The predicted scoring guide is as follows:

A	EXCELLENT
B	GOOD
C	SATISFACTORY
D	MEDIOCRE
E	ELEMENTARY
N	NO GRADE

Final scoring of the extended essay will follow IBO guidelines and will be based on both general and subject-specific criteria. Since the main purpose of the extended essay is to engage students in independent research, the general assessment criteria are given twice as much weight as the subject-specific criteria. It is important to remember that the extended essay is a required component and must be successfully completed. The points awarded for the extended essay will be made in conjunction with the Theory of Knowledge Assessment. A total of 3 points may be earned for these central components. The combination of points will be awarded according to the matrix below.

Diploma Points Matrix for the Extended Essay and Theory of Knowledge

		Theory of Knowledge					
		Excellent	Good	Satisfactory	Mediocre	Elementary	Not submitted
Extended Essay	Excellent	3	3	2	2	1	N
	Good	3	2	1	1	0	N
	Satisfactory	2	1	1	0	0	N
	Mediocre	2	1	0	0	0	N
	Elementary	1	0	0	0	Failing condition	N
	Not submitted	N	N	N	N	N	N

EE TIMELINE: CLASS OF 2015

Activity	Completion Date
Parent/ Student contract due (Turn in Form A to EE Coordinator by the end of the day)	April 3
Student chooses subject area	April 3
Student choose/ ask supervisor (Turn in signed Form B to EE Coordinator by the end of the day)	April 3
Meeting with supervisor: Discuss research question	April 3
Research Topic and Question (Turn in Form C to EE Coordinator by the end of the day)	April 10
Student working on title, outline, and annotated bibliography.	April 10- May 3
First reflection session: 2 nd meeting with your supervisor Discuss title, working outline, and bibliography	May 5
Title, Working Outline, and Bibliography (Forms D and E due to EE Coordinator by the end of the day.)	May 20
Writing Process	Summer 2014
Check in with EE Coordinator Discuss progress made during the summer (At least 2,000 words due)	September 4
First Draft due to supervisor (Turn in Form F to EE Coordinator by the end of the day)	October 2
Interim reflection session: 3 rd meeting with your supervisor Discuss first draft (Form I)	By Oct 30
Student working on draft revisions	October 30- December 18
Final draft due to supervisor (hard copy), and email draft to EE Coordinator (Turn in Forms G & H to EE Coordinator by the end of the day)	January 12, 2015
Third reflection session: Viva voce with supervisor	January 12- January 23
Supervisor predicted grade due (Form I due to EE Coordinator)	February 20

Student to meet with EE Coordinator (Reflections on Planning and Progress sheet due to EE coordinator)	By February 26
--	----------------

***IB requires 3 to 5 hours of communication between the candidate and his/her supervisor. This includes meetings and email correspondence.**

EE TIMELINE: CLASS OF 2016

Activity	Completion Date
Parent/ Student contract due (Turn in Form A to EE Coordinator by the end of the day)	April 3
Student chooses subject area	April 3
Student choose/ ask supervisor (Turn in signed Form B to EE Coordinator by the end of the day)	April 3
Meeting with supervisor: Discuss research question	April 3
Research Topic and Question (Turn in Form C to EE Coordinator by the end of the day)	April 10
Student working on title, outline, and annotated bibliography.	April 10- May 3
First reflection session: 2 nd meeting with your supervisor Discuss title, working outline, and bibliography	May 4
Title, Working Outline, and Bibliography (Forms D and E due to EE Coordinator by the end of the day.)	May 20
Writing Process	Summer 2015
Check in with EE Coordinator Discuss progress made during the summer (At least 2,000 words due)	September 4
First Draft due to supervisor (Turn in Form F to EE Coordinator by the end of the day)	October 2
Interim reflection session: 3 rd meeting with your supervisor Discuss first draft (Form I)	By Oct 30
Student working on draft revisions	October 30- December 18
Final draft due to supervisor (hard copy), and email draft to EE Coordinator (Turn in Forms G & H to EE Coordinator by the end of the day)	January 8, 2016
Third reflection session: Viva voce with supervisor	January 11- February 1
Supervisor predicted grade due (Form I due to EE Coordinator)	February 22

Student to meet with EE Coordinator (Reflections on Planning and Progress sheet due to EE coordinator)	By February 26
--	----------------

***IB requires 3 to 5 hours of communication between the candidate and his/her supervisor. This includes meetings and email correspondence.**

Subject list

Below you will find a list of possible subject choices and a brief description. Once you have chosen a subject, you will be given the necessary extended essay guidelines for your specific subject.

Subject	Description
Group 1	
Category 1: Literature	Studies of a literary work(s) originally written in the language in which the essay is presented.
Category 2: Literature	Studies of a literary work(s) originally written in the language of the essay with a literary work(s) originally written in another language.
Category 3: Language	Studies in language *explore how languages develop in specific cultural context * consider the way language is used in the media
Group 2 *only for those who are studying a second modern language*	
Category 1: Language	Analysis of the language normally related to its cultural context
Category 2: Culture and society	Analysis of cultural nature that describes the impact of a particular issue on the form or use of language or artifact
Category 3: Literature	Analysis of literary type, based on a specific work or works of literature exclusively from the target language.
Biology	Biology is the science that deals with living organisms and life processes. Should incorporate biological theory and emphasize the essential nature of this subject. Student MUST conduct an experience for their essay.
Classical Greek and Latin *must currently be enrolled in or have taken Latin*	Investigate in depth non-trivial controversies of particular personal interest in the context of the ancient Greek or Roman worlds.
Film *must currently be enrolled in or have take Film*	Encouraged to engage in diligent, serious, personal research, and to develop and explore in a disciplined and imaginative way an area of study specifically appropriate to film or television.

Geography	In depth geographical study characterized by a spatial emphasis and the application of geographical theory and methodology
History	A coherent and structured essay that effectively addresses a particular issue expressed as a research question. *Cannot focus on an event from the last 10 years*
Literature and Performance *must currently be enrolled in or have taken Theatre*	Consider the relationship between literature and different kinds of performance
Mathematics	Provides students an opportunity to demonstrate an appreciation of any aspect of the subject
Music	Analysis and interpretation of one or more pieces of music in relation to the chosen research question
Politics	The study should represent a focused, effectively organized analysis that addresses the question and investigates its specifically political dimension.
Theatre *must currently be enrolled in or have taken Theatre*	An interdisciplinary approach which focuses on appropriate theatre sources, relevant theatrical concepts, theories, or ideas.
Visual arts *must currently be enrolled in or have taken Art*	The research may be generated or inspired by the student's direct experience of artwork, craftwork or design, or interest in the work of a particular artist, style or period.
World Studies	Student should choose to explore a topic from one of the following global themes: language culture and identity; science, technology and society; equality and inequality; conflict, peace and security; economics and/or environmental sustainability; or health and development.

Additional Subject Areas:

A student may choose to write his/her Extended Essay on one of these topics, but they are required to present a proposal of this topic to Ms. Warner **AND have a letter of recommendation submitted by a supervisor.**

Subject	Description
Chemistry	Chemistry is the science that deals with composition, characterization and transformation of substances. Should incorporate chemical principles and theory, and emphasize the essential nature of Chemistry.
Computer Science	Investigate a particular aspect of computing and its implications for society and the world.
Dance	Opportunity to focus on a topic in dance of a particular interest to them.
Economics	Economics is the social science that studies economic activity to gain an understanding of the processes that govern the production, distribution and consumption of goods and services in an economy. In depth research in an area of personal interest.
Environmental systems and societies	Opportunity to explore an environmental topic or issue of particular interest or relevance to themselves and their localities.
Physics	Physics is the general analysis of nature, conducted in order to understand how the universe behaves. The essay is characterized by a particular emphasis on physics within a more general set of scientific criteria.
Psychology	Should be a systematic study of behavior and experience. Student MUST explore at least 2 of the 3 types of psychology.
World Religions	A systematic, yet sensitive study of the variety of beliefs, values and practices encountered in religions around the world.

Student/ Parent Contract (Form A)

Dear Parent(s),

As many of you are aware, International Baccalaureate (IB) requires each student to submit a 4,000 word Extended Essay (EE). Failure to do so results in a student not meeting the qualifications for the IB diploma. Your student will be writing this important essay over the summer. On September 4, 2015, your student will present their progress and show that they have written at least 2,000 words of their essay. This date is the deadline established by our school and failure to adhere to the deadline will result in your student being placed on probation, the first step in the process for removal from the IB program at Riverdale High School. Two copies of the complete first draft are due October 2, 2015. If he/she is unable to submit a complete draft by this date, your student will no longer be registered as an IB Full Diploma student.

This letter is being sent to you to make you aware of the seriousness of this EE requirement and the consequences for failure to submit the EE. You can help your student with this process over the summer by making sure that he/she is writing the essay, and is prepared for the submission dates that quickly approach at the beginning of the year. To keep your student on track, he/she is not allowed to change their EE research question over the summer without approval from their EE supervisor.

This timeline benefits students because it supports them in completing a major component of their IB diploma before the senior year activities of college applications and course requirements place serious time constraints on them.

Thank you for your attention and assistance with this process. Please tear off the bottom of this letter, sign it, and have your student return it to Ms. Warner by April 3, 2014.

Sincerely,
Ms. Warner

Student Name (Print): _____

Student Signature: _____

Parent Name (Print): _____

Parent Signature: _____

Supervisor Request (Form B)

Student: _____

Subject: _____

Supervisor Requested: _____

The above named student is enrolled in the International Baccalaureate Diploma Program and is beginning the extended essay component. The topic of their choice indicates that you would be an appropriate Supervisor for them in this process. Your responsibilities would include:

1. Encourage and support the student throughout the research process
2. Provide the candidate with advice and guidance in the skills necessary to research a topic in your area of expertise
3. Ensure that the extended essay is the student's own work
4. Complete a brief supervisor's report

The amount of time spent supervising a student should be between 2 and 3 hours over the course of 1 year, however this may vary depending on individual circumstances. The student will have numerous requirements within the essay process and it may be necessary to provide guidance as needed in the following areas:

- *defining a topic
- *formulating a precise research question
- *access to appropriate resources (people, library, laboratory, etc...)
- *methods of gathering and analyzing information or data
- *documentation methods for acknowledging sources
- *writing an abstract

Please indicate below your intention to Supervisor the above named student during the extended essay component of the IB Diploma Program. Keep 1 copy for yourself and return the original to the IB mailbox. I will contact you soon with additional information.

Thank you in advance for supporting this student.

Extended Essay Coordinator



_____ Yes, I will Supervisor the above named student during the extended essay process.

_____ No, I will **not** Supervisor the above named student during the extended essay process.

Requested Supervisor Signature _____

Topic and Research Question (Form C)

Student Name: _____

Supervisor: _____

IB Subject: _____

Proposed Topic: _____

Proposed Research Question: _____

Student Signature: _____

Supervisor Signature: _____

EE Coordinator Signature: _____

Title and Working Outline (Form D)

Student Name: _____

Supervisor: _____

IB Subject: _____

Proposed Title: _____

Working Outline: **(Please attach to this form.)**

Student Signature: _____

Supervisor Signature:

EE Coordinator Signature: _____

Preliminary Resource/Bibliography (Form E)

Student Name: _____

Supervisor: _____

IB Subject: _____

Proposed Title: _____

Working Bibliography: _____

Student Signature: _____

Supervisor Signature: _____

EE Coordinator Signature: _____

First Rough Draft (Form F)

Student Name: _____

Supervisor: _____

IB Subject: _____

Essay Title: _____

Rough Draft: **(Please attach to this form.)**

Student Signature: _____

Parent Signature: _____

Supervisor Signature: _____

EE Coordinator Signature: _____

Final Supervisor Meeting (Form G)

Student Name: _____

Supervisor: _____

IB Subject: _____

Essay Title: _____

Supervisor,

Please check the following:

Research for the extended essay is complete.

All revisions and edits have been done.

Student Signature: _____

Supervisor Signature: _____

EE Coordinator Signature: _____

Extended Essay Checklist (Form H)

Use the following checklist to help you meet the IB General Assessment Criteria.
Hand this checklist in with the final draft of your Extended Essay.

*****PASSING GRADE IS 9 POINTS OUT OF A POSSIBLE 36*****

Extended Essay Assessment Criteria

A -- The Research Question: (2 points possible)

- is clearly and precisely stated in the early part of the essay.
- is sharply focused and not a broad generalization.
- lends itself to a systematic investigation in my chosen subject area
- can be effectively dealt within the 4000 word limit of an extended essay.

B --The Introduction includes: (2 points possible)

- an indication of why the topic chosen is interesting, important, or worthy of study
- some background information and places the topic in an appropriate context
- whether the topic has been narrowed to a focus of more manageable proportions
- a clearly and precisely stated research question
- a clear concluding statement of the thesis and argument, i.e. the response to the research question that will subsequently be developed in the body of the essay

C – Investigation shows that it is well planned because: (4 points possible)

- I have included relevant materials, sources, data and evidence in my essay.
- I have not included irrelevant information in my essay.
- I have effectively analyzed the evidence/material/sources/data in my essay.

D – Knowledge and understanding of topic studied: (4 points possible)

- My essay demonstrates very good understanding of the topic studied
- My essay clearly locates the investigation in an academic context
- My evaluation of sources and/or data is appropriate and fully substantiated.
- I have, through the use of proper grammatical forms, clearly expressed my ideas.
- I have proof read my essay and have used proper essay formatting.

E – Reasoned Argument: (4 points possible)

- My essay is a convincing argument that addresses my research question.
- Ideas are presented clearly and in a logical and coherent manner

F – Analytical & evaluative skills appropriate to the subject: (4 points possible)

- My essay shows effective and sophisticated application of appropriate analytical and evaluative skills.

G – Use of language appropriate to the subject: (4 points possible)

- Language used communicates clearly and precisely
- Terminology appropriate to the subject is used accurately

H – Conclusion: (2 points possible)

- My conclusion is effective and clearly stated
- I have written a conclusion that restates my question and is consistent with the argument and evidence presented in my essay.
- Where appropriate, I have included in my conclusion any new or unresolved questions that arose during my investigation.

I -- Formal Presentation (4 points possible)

- I have a title page clearly stating my research question, the subject of my extended essay, my name and candidate number.
- A table of contents is immediately after my abstract.
- Each page of my essay is correctly numbered and includes my candidate number either in the header or footer.
- I have accurately and consistently cited all my sources in an accepted format.
- I have included either a bibliography or a works cited page in an accepted format.

J – Abstract (2 points possible)

- My abstract is within the 300-word limit.
- I have clearly stated my research question in my abstract.
- I have clearly stated how my investigation was undertaken in my abstract.
- My abstract contains the conclusion I reached in my essay.

K -- Holistic Judgment (4 points possible)

- My essay reflects my best effort.
- I have shown insight in my essay.
- I have demonstrated depth of understanding of my chosen subject and topic.
- I have demonstrated inventiveness and flair through my writing style.

Extended Essay Evaluation (Form I)

Assessment Criteria	Achievement Level	Draft 1			Final
A: research question	0-2				
B: introduction	0-2				
C: investigation	0-4				
D: knowledge and understanding of the topic studied	0-4				
E: reasoned argument	0-4				
F: application of analytical and evaluative skills appropriate to the subject	0-4				
G: use of language appropriate to the subject	0-4				
H: conclusion	0-2				
I: formal presentation	0-4				
J: abstract	0-2				
K: holistic judgment	0-2				
Total Extended Essay Score	0-36				
Grade Boundaries	E:0-8	D:9-16	C:17-24	B:25-29	A:30-36
Plagiarism detected	First Draft	Yes: _____ No: _____			
	Final Paper	Yes: _____ No: _____			

Comments:

Insert Reflections on Planning and Progress sheet here.

Assessment Criteria

This section provides an overview of what each criterion assesses in the extended essay. Further advice on interpreting the assessment criteria is provided within the guidelines for each subject in the “Details—subject specific” section. The extended essay is assessed against common assessment criteria for all extended essays. Candidates must understand that the work submitted for assessment must address these criteria effectively. Supervisors of extended essays should ensure that the assessment criteria are made available to candidates and that the candidates understand these criteria.

A: research question (Objectives 1 and 2)

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.

Achievement level	Descriptor
0	The research question is not stated in either the introduction or on the title page or does not lend itself to a systematic investigation in an extended essay in the subject in which it is registered.
1	The research question is stated in either the introduction or on the title page but is not clearly expressed or is too broad in scope to be treated effectively within the word limit.
2	The research question is clearly stated in either the introduction or on the title page and is sharply focused, making effective treatment possible within the word limit.

B: introduction (Objectives 1 and 5)

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.

Achievement level	Descriptor
0	Little or no attempt is made to set the research question into context. There is little or no attempt to explain the significance of the topic.
1	Some attempt is made to set the research question into context. There is some attempt to explain the significance of the topic and why it is worthy of investigation.

2	The context of the research question is clearly demonstrated. The introduction clearly explains the significance of the topic and why it is worthy of investigation.
---	--

**C: investigation
(Objectives 1 and 3)**

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. 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.

Achievement level	Descriptor
0	There is little or no evidence that sources have been consulted or data gathered, and little or no evidence of planning in the investigation.
1	A range of inappropriate sources has been consulted, or inappropriate data has been gathered, and there is little evidence that the investigation has been planned.
2	A limited range of appropriate sources has been consulted, or data has been gathered, and some relevant material has been selected. There is evidence of some planning in the investigation.
3	A sufficient range of appropriate sources has been consulted, or data has been gathered, and relevant material has been selected. The investigation has been satisfactorily planned.
4	An imaginative range of appropriate sources has been consulted, or data has been gathered, and relevant material has been carefully selected. The investigation has been well planned.

**D: knowledge and understanding of the topic studied
(Objectives 3 and 7)**

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. “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.

Achievement level	Descriptor
-------------------	------------

0	The essay demonstrates no real knowledge or understanding of the topic studied.
1	The essay demonstrates some knowledge but little understanding of the topic studied. The essay shows little awareness of an academic context for the investigation.
2	The essay demonstrates an adequate knowledge and some understanding of the topic studied. The essay shows some awareness of an academic context for the investigation.
3	The essay demonstrates a good knowledge and understanding of the topic studied. Where appropriate, the essay successfully outlines an academic context for the investigation.
4	The essay demonstrates a very good knowledge and understanding of the topic studied. Where appropriate, the essay clearly and precisely locates the investigation in an academic context.

**E: reasoned argument
(Objectives 1 and 4)**

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. 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.

Achievement level	Descriptor
0	There is no attempt to develop a reasoned argument in relation to the research question.
1	There is a limited or superficial attempt to present ideas in a logical and coherent manner, and to develop a reasoned argument in relation to the research question.
2	There is some attempt to present ideas in a logical and coherent manner, and to develop a reasoned argument in relation to the research question, but this is only partially successful.
3	Ideas are presented in a logical and coherent manner, and a reasoned argument is developed in relation to the research question, but with some weaknesses.
4	Ideas are presented clearly and in a logical and coherent manner. The essay succeeds in developing a reasoned and convincing argument in relation to the research question.

**F: application of analytical and evaluative skills appropriate to the subject
(Objective 7)**

Achievement level	Descriptor
0	The essay shows no application of appropriate analytical and evaluative skills.
1	The essay shows little application of appropriate analytical and evaluative skills.
2	The essay shows some application of appropriate analytical and evaluative skills, which may be only partially effective.
3	The essay shows sound application of appropriate analytical and evaluative skills.
4	The essay shows effective and sophisticated application of appropriate analytical and evaluative skills.

**G: use of language appropriate to the subject
(Objective 6)**

Achievement level	Descriptor
0	The language used is inaccurate and unclear. There is no effective use of terminology appropriate to the subject.
1	The language used sometimes communicates clearly but does not do so consistently. The use of terminology appropriate to the subject is only partly accurate.
2	The language used for the most part communicates clearly. The use of terminology appropriate to the subject is usually accurate.
3	The language used communicates clearly. The use of terminology appropriate to the subject is accurate, although there may be occasional lapses.
4	The language used communicates clearly and precisely. Terminology appropriate to the subject is used accurately, with skill and understanding.

**H: conclusion
(Objectives 1, 4 and 5)**

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.

Achievement level	Descriptor
--------------------------	-------------------

0	Little or no attempt is made to provide a conclusion that is relevant to the research question.
1	A conclusion is attempted that is relevant to the research question but may not be entirely consistent with the evidence presented in the essay.
2	An effective conclusion is clearly stated; it is relevant to the research question and consistent with the evidence presented in the essay. It should include unresolved questions where appropriate to the subject concerned.

**I: formal presentation
(Objective 5)**

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).

Achievement level	Descriptor
0	The formal presentation is unacceptable, or the essay exceeds 4,000 words.
1	The formal presentation is poor.
2	The formal presentation is satisfactory.
3	The formal presentation is good.
4	The formal presentation is excellent.

**J: abstract
(Objective 5)**

The requirements for the abstract are for it to state clearly the research question that was investigated, how the investigation was undertaken and the conclusion(s) of the essay.

Achievement level	Descriptor
0	The abstract exceeds 300 words or one or more of the required elements of an abstract (listed above) is missing.
1	The abstract contains the elements listed above but they are not all clearly stated.

2	The abstract clearly states all the elements listed above.
---	--

K: holistic judgment

(Objective 1)

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.

Achievement level	Descriptor
0	The essay shows no evidence of such qualities.
1	The essay shows little evidence of such qualities.
2	The essay shows some evidence of such qualities.
3	The essay shows clear evidence of such qualities.
4	The essay shows considerable evidence of such qualities.