History Extended Essay Rubric

P.184 EE Guide

* 10 year Rule

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| Criteria | General Descriptor | History Specific |
| A: Focus and Method | The topic is communicated accurately and effectively.  • Identification and explanation of the research topic is effectively communicated; the purpose and focus of the research is clear and appropriate.  The research question is clearly stated and focused.  • The research question is clear and addresses an issue of research that is appropriately connected to the discussion in the essay.  Methodology of the research is complete.  • An appropriate range of relevant source(s) and/or method(s) have been applied in relation to the topic and research question.  • There is evidence of effective and informed selection of sources and/or methods. | Students must choose a topic from the human past that is of a meaningful nature.  The topic chosen must be expressed in the form of a research question.  Students must establish the  historical context and significance of the topic and explain why it is worthy of investigation.  Students must demonstrate that they have selected a suitable range of appropriate and relevant sources.  An attempt should be made to use both primary and secondary sources where possible. They should demonstrate both factual material as well as the opinions of historians. These sources must provide sufficient material to develop and support an argument and conclusion relevant to the research question.  Effective planning and a well-focused research question tend to go together. A key indicator of this is that students have chosen a comprehensive range of sources that are relevant and appropriate to answering the research question. |
| B: Knowledge and Understanding | Knowledge and understanding is excellent.  • The selection 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.  Use of terminology and concepts is good.  • The use of subject-specific terminology and concepts is accurate and consistent,  demonstrating effective knowledge and understanding. | The essay must show that the student understands the place of the research question in a broader  historical context.  The student must demonstrate that they understand and can use accurately historical terms and concepts relevant to the research topic.  Where it is deemed useful to clarify meaning or context, students may provide further explanation or  definition of selected terms or concepts.  Additionally, students must demonstrate that the knowledge gained from their selected sources can then be analysed and, on the basis of this analysis, form an argument and reach a conclusion(s) to the research question. |
| C. Critical Thinking | The research is excellent.  • The research is appropriate to the research question and its application is consistently relevant.  Analysis is excellent.  • 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.  Discussion/evaluation is excellent.  • 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. | In a history essay, “research” refers to a critical engagement with the past through relevant sources.  Students must be able to construct, present and support effectively a specific argument or position that  provides their response to the research question.  This argument must be supported and developed by an analysis or consideration of the value and  limitations of the research material.  Throughout the essay students must present ideas or concepts that relate consistently to the analysis of the research question. The inclusion of ideas or concepts that are not relevant will detract from the value of the analysis and limit the student’s ability to score well on this criterion.  The points contained in the argument and analysis must, at all times, be supported by specific, relevant material chosen from the student’s research.  Students should not present essays that are wholly or largely narrative or descriptive in nature. These do  not provide any evidence of analytical skills and will not score well.  In history, the development of a reasoned argument based on the analysis of historical sources may  start with a student stating their position in relation to the question posed. This position must then be  supported by evidence and developed into a reasoned argument, which culminates in conclusion(s)  being given.  A conclusion summarizes the student’s response to the research question. This conclusion must be  consistent with the position and evidence presented in the essay. The conclusion may not include  material that has not been discussed in the body of the essay.  An evaluation of the relative value and limitations of the sources is an integral part of the analysis of  the evidence and the development of a reasoned argument. This evaluation should be integrated into the text rather than contained in a separate section of the essay. It will then provide useful information or insight relative to the source or historian’s opinion that the student is referring to in support of their argument. |
| D: Presentation | Presentation is good.  • 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. | This criterion relates to the extent to which the essay conforms to accepted academic standards in relation to how research papers should be presented. It also relates to how well these elements support the reading, understanding and evaluation of the essay.  Students may provide a section and sub-section structure to their essays, with informative headings. Subheadings should not distract from the overall structure of the essay or argument presented.  Use of charts, images and tables  Charts, tables and images may appear in the body of the essay only if they illustrate or clarify the  argument at that particular point. The inclusion of non-relevant or superfluous material will not be  rewarded and may actually detract from the argument.  Any tables should enhance a written explanation and should not themselves include significant bodies of text. If they do, then these words must be included in the word count. Students must take care in their use of appendices as examiners are not required to read them. All information with direct relevance to the analysis, discussion and evaluation of the essay must be contained in the main body of the essay. All  charts, images and tables must be properly referenced with respect to their origin or source.  Any material that is not original must be carefully acknowledged, with specific attention paid to the  acknowledgment and referencing of quotes and ideas. This acknowledgment and referencing is  applicable to audio-visual material, text, graphs and data published in print and electronic sources. If  the referencing does not meet the minimum standard as indicated in the guide (name of author, date of  publication, title of source and page numbers as applicable), and is not consistently applied, work will be considered as a case of possible academic misconduct.  A bibliography is essential and has to be presented in a standard format. Title page, table of contents, page numbers, etc must contribute to the quality of presentation.  The essay must not exceed 4,000 words. Charts, tables and images are not included in the word count.  Students should be aware that examiners will not read beyond the 4,000-word limit, or assess any material presented thereafter. |
| E. Engagement | Engagement is excellent.  • Reflections on decision-making and planning are evaluative and include  reference to the student’s capacity to consider actions and ideas in response to  setbacks 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. | 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, after considering the student’s  Reflections on planning and progress Form (RPPF).  Students are expected to provide reflections on the decision-making and planning process undertaken  in completing the essay. Students must demonstrate how they arrived at a topic as well as the methods and approach used. This criterion assesses the extent to which a student has evidenced the rationale for decisions made throughout the planning process and the skills and understandings developed.  For example, students may reflect on:  • the approach and strategies they chose, and their relative success  • the Approaches to learning skills they have developed and their effect on the student as a learner  • how their conceptual understandings have developed or changed as a result of their research  • setbacks they faced in their research and how they overcame these  • questions that emerged as a result of their research  • what they would do differently if they were to undertake the research again.  Effective reflection highlights the journey the student has engaged in through the EE process. Students  must show evidence of critical and reflective thinking that goes beyond simply describing the procedures that have been followed.  The reflections must provide the examiner with an insight into student thinking, creativity and originality within the research process. The student voice must be clearly present and demonstrate the learning that has taken place. |