

Extended Essay. Comment and Assessment Rubric - Studies in language and literature

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.

(Strands: Topic, Research question, Methodology)

For all three categories of studies in language and literature essays, the term “research” should be interpreted as “research material(s)” or “area of investigation” or “the topic under investigation”.

In terms of the choice of topic, the research question must be specific and sharply focused and stated clearly in the introduction of the essay. It should be formulated as a question, not a statement or proposition for discussion. Its purpose should be made clear to the reader and be related to the knowledge and understanding in context.

Overly broad topics that cannot be dealt with adequately within the scope of the word limit should be avoided. Similarly, too obvious a topic is unlikely to score highly in terms of criterion C.

The introduction should state briefly why the student has chosen that particular research question and what it has to offer. It should also indicate clearly how it relates to existing knowledge on that topic.

The subsequent planning of the essay and its focus for discussion should involve analysis of the text(s) in the light of the research question. Students may also include a critical perspective on secondary source material so that the views of critics are used to support the students’ own arguments. The sources used must provide sufficient material to develop and support an argument and a conclusion relevant to the research question.

- For categories 1 and 2 essays, appropriate sources include the literary text or texts that form the focus of the investigation and, where appropriate, secondary sources such as published criticism on those texts.
 - o In both these categories, students should be aware that they may be limiting themselves by choosing texts that are not capable of sustaining a detailed in-depth literary analysis, eg some types of children’s literature or teenage fiction.
- Category 2 essays should include a brief rationale for the pairing of the texts chosen, indicating what might be gained from the comparative study being undertaken. Students should avoid taking an approach where such texts are dealt with in two separate discussions.
- Category 3 language essays based on a primary text or texts from the range indicated in the subject guide should also use secondary sources to provide a framework for a critical analysis of how language, culture and context shape meaning.

Criterion A: Focus and method. *The Assessment Criteria*

Level	Descriptor
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	<p>The topic is communicated accurately and effectively</p> <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) have been applied in relation to the topic and research question.- There is evidence of effective and informed selection of sources and/or methods.

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.

(Strands: Context, Subject-specific terminology and concepts)

For all three categories of essay, supporting source materials should be chosen appropriately and used effectively and purposefully to demonstrate an understanding of the wider issues involved.

Clarity and precision of communication in a studies in language and literature essay includes the correct use of language. Students should be able to convey their ideas fluently and articulately. They should also be able to use subject-specific terminology appropriate to the discipline and apply it to their chosen topic with discernment.

- For categories 1 and 2 literature essays, the context should be established succinctly and should not be an excuse for padding out an essay with a lengthy account of the historical or biographical context of a literary text: the quality of the student's understanding of the primary text is the main concern. The use of secondary source materials is helpful in terms of establishing a wider framework for the discussion; however, this should not replace the student's personal engagement with the primary text(s).
- For category 3 language essays, the introduction of the essay should focus on the chosen topic and how it relates to existing knowledge of that subject and/or why it is of special interest to the target language and/or culture. The text(s) should be explored and understood through a critical consideration of their specific cultural and/or linguistic background. The student's personal experience or personal opinion should only be included if relevant to a discussion of, for example, the target audience for the text, and not as unsupported assertion.

Criterion B: Knowledge and understanding. *The Assessment Criteria*

Level	Descriptor
0	The work does not reach a standard outlined by the descriptors below.
1–2	<p>Knowledge and understanding is limited.</p> <ul style="list-style-type: none">- The selection 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 selection 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 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. <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.

Criterion C: Critical thinking

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

(Strands: Research, Analysis, and Discussion and evaluation)

For all three categories of studies in language and literature essays, the analysis and argument should focus on the research question and support a personal interpretation.

Students should aim for a detailed and critical consideration that develops their own argument rather than simply adopting the views of critics. Second-hand interpretations or viewpoints that are derived solely from secondary sources, or purely descriptive essays, will not score highly.

The essays must focus on the analysis of the research material presented. Personal views should not simply be stated but need to be supported by reasoned argument.

The conclusion should present a considered evaluation of the topic in the light of the discussion as well as findings or results from the research (as appropriate).

Students are also encouraged to take a critical perspective on secondary sources: in particular, if students make use of internet-based sources, they should do so critically and circumspectly in full awareness of their potential unreliability.

- For categories 1 and 2 literature essays, a straightforward description of a literary text through plot summary or narration of the action does not usually advance an argument and should generally be avoided.
- This also applies to category 3 language essays that give only straightforward descriptive or narrative accounts of a text or texts that lack critical analysis.

Criterion C: Critical thinking. *The Assessment Criteria*

Level	Descriptor
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 is not clearly relevant to the RQ. <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 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.- 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 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 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.

(Strands: Structure, Layout)

This criterion relates to the extent to which the essay conforms to current academic standards concerning the presentation of research papers. It also relates to how well these elements support the reading, understanding and evaluation of the essay.

Essays in studies in language and literature would normally be presented as a continuous body of text, although some category 3 topics may benefit from a section and sub-section structure to their essays, with appropriate informative headings.

The use of charts, images and tables may also be appropriate for category 3 essays. They should only be used if they are directly relevant to the research question, contribute towards the understanding of the argument and are of a good graphic quality.

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, the 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 of narrative. Graphs, diagrams or other illustrative material are not included in the word count. Students should be aware that examiners will not read beyond the 4,000-word limit, nor assess any material presented thereafter.

Criterion D: Presentation. *The Assessment Criteria*

Level	Descriptor
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, after considering the student's *Reflections on planning and progress form*.

(Strands: Process, Research focus)

This criterion is 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). It assesses the overall impression the examiner has with regard to the student's engagement with the research process and their subject area.

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 chosen, and their relative success
- the Approaches to learning skills they have acquired and how they have developed as a learner
- how their conceptual understandings have developed or changed as a result of their research
- setbacks 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. In order to demonstrate that engagement, students must show evidence of critical and reflective thinking that goes beyond simply describing the procedures that have been followed. 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.

Criterion E: Engagement. *The Assessment Criteria*

Level	Descriptor
0	The work does not reach a standard outlined by the descriptors below.
1–2	Engagement is limited. <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	Engagement is good. <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	Engagement is excellent. <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 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.