

Extended Essay. Comment and Assessment Rubric - Music

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)

To successfully meet this criterion, students will choose a topic that focuses on analysis, investigation, discussion and evaluation of actual music, that is, musical source material.

While students may be inspired by their musical encounters and experiences, it is important that the chosen topic is relevant and with a distinct research purpose.

The topic is expressed through a clearly stated research question, which is focused and specific without being unduly restrictive to the development of the research study.

The essay must outline the methodology that is followed throughout the research. It should include:

- musical analysis of performances, scores or transcriptions
- collecting and evaluating data, for example through comparative analysis of:
 - o interpretations
 - o interviews or
 - o questionnaires.

The data collection, analysis and evaluation will lead to critical arguments that reflect the student's deeper insight into the material studied.

Students must refer to secondary sources to place the study into a wider context.

Students also need to demonstrate that:

- their essay and research has been well planned
- the methodology used or the approach to the topic is appropriate to the research question.

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)

To successfully meet this criterion, students are expected to demonstrate their prior knowledge of the material studied and how the research is developed in relation to existing insights. Thus, the essay must demonstrate an effective and critical understanding of the topic chosen.

Students should show that they have consulted secondary sources and, throughout the investigation, draw on that existing knowledge to:

- support their research
- enrich the argument and findings.

Thus, sufficient musical preparation and understanding are prerequisites for effective research in music, as is fluency in the use of appropriate subject-specific terminology and reference to or application of musical concepts.

Another important aspect of all research and investigation is the reliability and validity of the study. This refers to choice and use of sources, the musical analysis as well as the evaluation of the collected data within the relevant musical context.

The information and evidence presented needs to be critically evaluated. Students must demonstrate critical awareness of the quality, balance and quantity of their sources. They are also expected to show awareness of any limitations or uncertainties inherent in their approach.

Subjective accounts are not appropriate.

Students should demonstrate fluency in the use of appropriate subject specific terminology and reference to or application of musical concepts.

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)

Students must be able to interrogate the musical and critical sources selected in order to construct and support a reasoned argument that culminates in a conclusion and answers the research question.

Students should aim to develop their own argument rather than simply adopting the views of critics. EEs that mainly provide viewpoints derived from secondary sources, or that are wholly or largely narrative or descriptive of the material, do not provide evidence of analytical skills and do not score well.

The points contained in the argument and analysis must, at all times, be supported by specific, relevant material chosen from the student's research.

Special efforts should be made to maintain a reasoned, logical argument focused on the research question throughout.

An assessment of the extent to which the research question is answered by the information accessed should form part of the argument.

The conclusion ought to summarize the student's response to the research question and must be consistent with the position and evidence presented in the essay. It should not introduce material that has not already been discussed. Questions that have arisen as a result of the research, and that are considered relevant, may be included.

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 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 subsection structure to their essays, with appropriate informative headings.

Use of charts, images and tables

Any charts, images or tables from literature sources included in the essay must be carefully selected and labelled. 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. Only selected materials (photographs, images, figures, notation scores) that are central to the argument of the essay should be included in the body of the essay, as close as possible to their first reference.

Special attention is necessary when including score excerpts so that the information needed to read them appropriately is presented, including name of the work, composer, source information, location of the excerpt within the score, recording or performance, clefs, key signatures, tempo, etc. When size permits, it is recommended that the excerpts appear in the body of the essay, in close proximity to the text they illustrate.

Sometimes, the inclusion of a separate annotated score, to be consulted with the reading of the EE, may be the most effective option. This may be included in the appendix of the EE, but students must be aware that any information with direct relevance to the analysis, discussion and evaluation of the EE must be contained in the body of the essay. Examiners are not required to read information in an appendix.

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 audiovisual material, text, graphs and data published in print and electronic sources. For music, students must also reference transcripts of music and live performances as well as include time within a recording or track and bar numbers within a score. 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 of narrative. 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: Reflections on planning and progress)

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.

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
- challenges 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.

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.