

## Exemplar Extended Essay

EXAMINER CODE ..... EXAMINER NAME:

SUBJECT: History..... 

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..... SESSION : May 2004

Category and candidate number									
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General assessment criteria <i>Refer to the general criteria</i>	ACHIEVEMENT LEVEL	Comments
<b>A</b> research question	2	To achieve greater clarity and fluency the title might have been “The changing role of women in society in the USA and UK in the 1960s” and the RQ stated as “What were the most important factors influencing changes in the role of women in the USA and UK in the 1960s?” Scope is broad geographically (USA and UK), but sensibly limited to the 1960s. Overall, ‘best fit’ seems level 2.
<b>B</b> approach	1	The approach is superficial, lacks careful attention to chronology, and no distinction is drawn between influences in the USA and UK. The only non-Internet sources cited are a textbook (for 16-year-old students) and the 13 May 1955 edition of <i>Housekeeping Monthly</i> . Brief reference is made to five Internet sites. Not a sufficient base for an in-depth investigation. “Generally inappropriate.”
<b>C</b> analysis/interpretation	1	There is some analysis, but in the form of assertions and comments rather than thorough or systematic analysis. The appropriate descriptor seems level 1: “there is some attempt at analysis”.
<b>D</b> argument/evaluation	1	The argument is disjointed, sometimes unclear, often lacking substantiation, but of some relevance. Level 1 seems appropriate: “a superficial attempt to formulate an argument relevant to the RQ”.
<b>E</b> conclusion	1	Includes analysis that should be in the main body of the essay. The section on Japan is off-focus. But some attempt is made to provide a conclusion consistent with the argument presented earlier.
<b>F</b> abstract	2	The essay’s focus, scope and conclusion are stated fairly clearly. ‘Best fit’ is level 2 though ideally the RQ would be stated more clearly and fluently, and one may question the conclusion reached.
<b>G</b> formal presentation	0	Referencing and paragraphing are poor. References to Walsh lack page numbers, and the author should be listed first. Bibliography sensibly structured, but all Website entries lack date of access.
<b>H</b> holistic judgement	1	Borderline 0-1. Limited research base. No depth of understanding, inventiveness or insight. Search for relevant sources and evidence of personal engagement are just about enough to merit level 1.
<b>TOTAL OUT OF 24</b>	9	

<b>Subject assessment criteria</b> <i>Refer to the subject guidelines</i>	<b>ACHIEVEMENT LEVEL</b>	<b>Comments</b>
<b>Criterion J</b>	0	Although the majority of references are to Internet sites, and these considerably outnumber paper sources in the bibliography, the candidate misses the opportunity to evaluate the reliability and usefulness of these sources. Similarly, there is no critical attention to the value and limitations of the GCSE textbook that is the source cited most often. No awareness shown of the value and limitations of the sources used, so level 0 must be awarded.
<b>Criterion K</b>	1	The essay consistently shows a lack of detailed knowledge and understanding (see, for instance, the paragraph on Rosa Parks on page 6). Level 1 seems appropriate: “the candidate demonstrates some relevant historical knowledge and understanding.”
<b>Criterion L</b>	2	Is the argument “generally supported by relevant information/evidence” or is the argument “supported by information/evidence that is only partially relevant to the research question”? Both characteristics are evident in the essay, but overall the supporting evidence seems “generally relevant” rather than “partially relevant”, so level 2 seems the better fit.
<b>Criterion M</b>	1	The candidate shows some awareness of the need to assess the importance of the factors identified, without seizing any of the opportunities to show more than limited critical analysis and historical judgement. Thus level 1 seems appropriate for what is offered: “the candidate demonstrates some, but limited, critical analysis and historical judgement.”
<b>TOTAL OUT OF 12</b>	4	