

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.

Level	Descriptor	Specific Notes for Anthro EEs
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. 	<p>The topic must be:</p> <ul style="list-style-type: none"> suitable to be framed within the discipline's theory or concepts, researched and analyzed in anthropological terms expressed in the form of a research question evident from the start of the essay. <p>The research question must be:</p> <ul style="list-style-type: none"> focused capable of being discussed effectively within the word limit written in the form of a question identified clearly and set out prominently at the start of the essay. <p>The anthropological context of the research question should be clearly demonstrated.</p>
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>	<p>The student also needs to establish the essay's theoretical or conceptual frame, its purpose and focus early in the essay. They must demonstrate, too, that the research has been well planned.</p> <p>Students' main source of research should be secondary sources—published ethnographies and other subject literature.</p> <p>Students may use their own fieldwork data as a primary source to complement and support their research strategy, but it should not be the focus of the essay. In all cases, the essay must make explicit reference to anthropological concepts and theory, drawing from ethnographic and anthropological readings.</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. 	<p>Students must demonstrate that their chosen methods and materials are appropriate for addressing the research question. Students must also demonstrate that they have selected a suitable range of appropriate and relevant sources. These must provide sufficient material to develop and support both an argument and a conclusion.</p> <p>The rationale for choosing primary sources as part of the methodology should be clearly explained. Where students have undertaken their own field research they must clearly demonstrate their understanding of the methods applied and the reasons for their choices.</p>

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.

Level	Descriptor	Specific Notes for Anthro EEs
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. 	<p>Students should integrate into the discussion clear and explicit evidence of specific and relevant anthropological readings that allow the chosen topic to be examined in depth. They should also demonstrate a sound knowledge of anthropological concepts and theory relevant to the research question and locate the investigation in an academic context. Whatever the focus of the investigation, the student must analyze all selected sources in their social, cultural, political and historical contexts. They must show they understand the theoretical and methodological problems involved in the collection, evaluation and presentation of ethnographic data. Students must demonstrate the ability to apply sources and methods effectively in support of their argument. All sources should be effectively referenced and incorporated into the main body of the essay in a way that demonstrates the students' understanding. Literature cited should predominantly come from acknowledged anthropological sources.</p>
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>	<p>Students should be familiar with terminology specific to the discipline and be able to use it effectively. The awareness that some terms are contested or may change their meaning over time should be incorporated into the essay where relevant.</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. **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.**

Level	Descriptor	Specific Notes for Anthro EEs
0	The work does not reach a standard outlined by the descriptors below.	<p>The research undertaken must be relevant and appropriate to the research question. Students' selection of sources and data-collecting techniques, where applicable, depend on the goals of the research.</p> <p>The material should always be examined from an anthropological perspective, using the theoretical underpinnings, analytical tools and methods of the discipline. All selected primary and secondary sources should be analyzed in their social, cultural, political and historical contexts.</p> <p>Students must be aware of the ethical dimensions involved in the research process.</p> <p>Students should be aware of the need to give their essays a solid foundation for developing an argument. The essay should move beyond mere description, and offer anthropologically sound generalizations and explanations. The essay should include a clear discussion of underlying patterns and causes of an anthropological nature, and their relation to the topic in question. Straightforward descriptive or narrative accounts should be avoided.</p> <p>The presentation of unsupported value judgments or conclusions of a prescriptive nature is inappropriate. The conclusion should develop out of the argument and not introduce new evidence or extraneous matter. It should not repeat the introduction; rather it should present a new synthesis in light of the discussion.</p> <p>Students should be encouraged to consistently adopt a critical, reflexive approach to the research so that they can identify its strengths, shortcomings and ethical dimensions.</p>
1–3	<p>LIMITED</p> <ul style="list-style-type: none"> The research presented is limited and its application is not clearly relevant to the RQ. There is limited analysis. Where there are conclusions to individual points of analysis these are limited and not consistent with the evidence. 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. 	
4–6	<p>ADEQUATE</p> <ul style="list-style-type: none"> Some research presented is appropriate and its application is partially relevant to the Research question. There is analysis but only partially relevant to the RQ; 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. 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>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. The research is analyzed 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. 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 evaluation is partially critical. 	
10–12	<p>EXCELLENT</p> <ul style="list-style-type: none"> The research is appropriate to the research question and its application is consistently relevant. The research is analyzed 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. 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.

Level	Descriptor	Specific Notes for Anthro EEs
0	The work does not reach a standard outlined by the descriptors below.	IB requests 12 pt. Arial font, double-spaced. Student should not include name or school name in doc.
1–2	Presentation is acceptable. <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.	This criterion relates to the extent to which the essay conforms to accepted academic standards. It also relates to how well these elements support the reading, understanding and evaluation of the essay.
3–4	Presentation is good. <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.	Students may provide a section and subsection structure to their essays, with informative headings. Subheadings should not distract from the overall structure of the essay or argument presented. See page 5 for extended notes regarding essay presentation for this subject.

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**.

Level	Descriptor	Specific Notes for Anthro EEs
0	The work does not reach a standard outlined by the descriptors below.	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.
1–2	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.	For example, students may reflect on: <ul style="list-style-type: none">the approach and strategies they chose, and their relative successthe <i>Approaches to learning</i> skills they have developed and their effect on the student as a learner
3–4	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.	<ul style="list-style-type: none">how their conceptual understandings have developed or changed as a result of their researchsetbacks they faced in their research and how they overcame thesequestions that emerged as a result of their researchwhat they would do differently if they were to undertake the research again.
5–6	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.	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.

PRESENTATION (criterion D) – Additional Notes for this subject area

Required components (in this order): page numbering is MANDATORY (except title page)

- Title Page
- Acknowledgements (*optional*)
- Table of Contents
- Introduction
- Essay Body (*not labeled as such – should not have a heading that says “Essay” or “Body”*)
- Conclusion
- Works Cited/Bibliography
- Appendices (*optional*)

Students missing any of the required components, or presenting them in the wrong order, should not receive full marks for Presentation (criterion D).

IB has requested 12 pt. Arial font, double-spaced.

Students may use MLA or APA style, but should select one or the other and remain consistent with the selected style throughout the paper.

The student's name and the school's name should NOT be identified in the document (students will use their IB personal codes).

Tables of processed data should be designed to clearly display the information in the most appropriate form. Graphs or charts drawn from the analysed data should be selected to highlight only the most pertinent aspects related to the argument. Too many graphs, charts and tables will distract from the overall quality of the communication.

Only processed data that is central to the argument of the essay should be included in the body of the essay, as close as possible to its first reference. Tables should enhance a written explanation but not themselves include significant bodies of text. If they do, then these words must be included in the word count.

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. 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.