**How to write up your Extended Essay in Geography**

Three key points

* Your analysis must include geographical theory
* This is not another fieldwork report. The field work report is about the collection and analysis of data obtained in the field, whereas the extended essay is about presenting a **logical and coherent argument that is supported by the analysis of valid data**. You should be aiming to discuss an issue using evidence you have collected.
* You need to create a relevant map - If you use the internet for a map make sure you significantly add to it – you could use a tracing overlay. It doesn’t have to be on the computer!

These are the sections that should be in your extended essay. Try to follow the guidance for each one

**1. Introduction**

* State the research question clearly
* Describe the context of the research question (use a map)
* Explain why this is a significant topic and worthy of investigation
* Explain why this topic is important to you personally

**2. Methods of investigation**

* Describe your sources of data and why you chose these methods.
* If you designed a survey of some kind, include a copy and suggest why it is good – this is a way to show ‘imaginative techniques’ required by the mark scheme
* Describe and justify and sampling techniques you may have used
* If you used secondary sources of data explain why this data / website is reliable
* **Show your planning process – what did you do first, then what did you next etc**.

**3. Presentation and analysis of results**

* Present your data in a suitable form – this may be as a graph/map etc.
* **If relevant,** use statistical techniques to prove the significance or not of your data.
* Analyse the data – **pick out the main patterns** and try to explain them using geography theory and vocabulary
* Use this analysis to **argue a position** in relation to your research question.
* Reference all sources used for information (eg. Geog text books)

**4. Conclusion and Evaluation**

* Restate your research questions and summarise what you found out in relation to it – this should be consistent with what you said in the analysis!
* Were there any questions you couldn’t resolve? If so discuss this – would you modify your question perhaps or change your research in some way?
* Discuss whether your methods were sufficient to answer the research question. What might you do differently or change? How do you think this might affect your results?

**5. Check the formal elements of your essay are correct**

* title page
* table of contents
* page numbers
* illustrative material is inserted in correct part of text and is referred to by a ‘figure’ number
* references are complete
* your raw data is in an appendix

**6. Abstract**

This goes at the beginning but you write it last.

**300 words max**

It must include:

The research question that was investigated, how the investigation was undertaken (methods) and the conclusion of the essay.

**EE Mark scheme**

A: research question

This criterion assesses the extent to which the purpose of the essay is specified. In many subjects, the

aim of the essay will normally be expressed as a question and, therefore, this criterion is called the

“research question”. However, certain disciplines may permit or encourage different ways of formulating

the research task.

**Descriptor Achievement level**

The research question is not stated in the introduction **or** does not lend itself to

a systematic investigation in an extended essay in the subject in which it is

registered.

0

The research question is stated in the introduction but is not clearly expressed **or**

is too broad in scope to be treated effectively within the word limit.

1

The research question is clearly stated in the introduction and sharply focused,

making effective treatment possible within the word limit.

2

B: introduction

This criterion assesses the extent to which the introduction makes clear how the research question relates

to existing knowledge on the topic and explains how the topic chosen is significant and worthy of

investigation.

**Descriptor Achievement level**

Little or no attempt is made to set the research question into context. There is

little or no attempt to explain the significance of the topic.

0

Some attempt is made to set the research question into context. There is some

attempt to explain the significance of the topic and why it is worthy of

investigation.

1

The context of the research question is clearly demonstrated. The introduction

clearly explains the significance of the topic and why it is worthy of investigation.

2

C: investigation

This criterion assesses the extent to which the investigation is planned and an appropriate range of

sources has been consulted, or data has been gathered, that is relevant to the research question. Where

the research question does not lend itself to a systematic investigation in the subject in which the essay

is registered, the maximum level that can be awarded for this criterion is 2.

**Descriptor Achievement level**

There is little or no evidence that sources have been consulted or data gathered,

and little or no evidence of planning in the investigation.

0

A range of inappropriate sources has been consulted, or inappropriate data has

been gathered, and there is little evidence that the investigation has been planned.

1

A limited range of appropriate sources has been consulted, or data has been

gathered, and some relevant material has been selected. There is evidence of

some planning in the investigation.

2

A sufficient range of appropriate sources has been consulted, or data has been

gathered, and relevant material has been selected. The investigation has been

satisfactorily planned.

3

An imaginative range of appropriate sources has been consulted, or data has been

gathered, and relevant material has been carefully selected. The investigation has

been well planned.

4

D: knowledge and understanding of the topic studied

**Descriptor Achievement level**

0 The essay demonstrates no real knowledge or understanding of the topic studied.

The essay demonstrates some knowledge but little understanding of the topic

studied. The essay shows little awareness of an academic context for the

investigation.

1

The essay demonstrates an adequate knowledge and some understanding of the

topic studied. The essay shows some awareness of an academic context for the

investigation.

2

The essay demonstrates a good knowledge and understanding of the topic studied.

Where appropriate, the essay successfully outlines an academic context for the

investigation.

3

The essay demonstrates a very good knowledge and understanding of the topic

studied. Where appropriate, the essay clearly and precisely locates the investigation

in an academic context.

4

E: reasoned argument

This criterion assesses the extent to which the essay uses the material collected to present ideas in a

logical and coherent manner, and develops a reasoned argument in relation to the research question.

Where the research question does not lend itself to a systematic investigation in the subject in which

the essay is registered, the maximum level that can be awarded for this criterion is 2.

**Descriptor Achievement level**

There is no attempt to develop a reasoned argument in relation to the research

question.

0

There is a limited or superficial attempt to present ideas in a logical and coherent

manner, and to develop a reasoned argument in relation to the research question.

1

There is some attempt to present ideas in a logical and coherent manner, and to

develop a reasoned argument in relation to the research question, but this is only

partially successful.

2

Ideas are presented in a logical and coherent manner, and a reasoned argument

is developed in relation to the research question, but with some weaknesses.

3

Ideas are presented clearly and in a logical and coherent manner. The essay

succeeds in developing a reasoned and convincing argument in relation to the

research question.

4

F: application of analytical and evaluative skills

appropriate to the subject

**Descriptor Achievement level**

0 The essay shows no application of appropriate analytical and evaluative skills.

1 The essay shows little application of appropriate analytical and evaluative skills.

The essay shows some application of appropriate analytical and evaluative skills,

which may be only partially effective.

2

3 The essay shows sound application of appropriate analytical and evaluative skills.

The essay shows effective and sophisticated application of appropriate analytical

and evaluative skills.

4

G: use of language appropriate to the subject

**Descriptor Achievement level**

The language used is inaccurate and unclear. There is no effective use of

terminology appropriate to the subject.

0

The language used sometimes communicates clearly but does not do so

consistently. The use of terminology appropriate to the subject is only partly

accurate.

1

The language used for the most part communicates clearly. The use of terminology

appropriate to the subject is usually accurate.

2

The language used communicates clearly. The use of terminology appropriate to

the subject is accurate, although there may be occasional lapses.

3

The language used communicates clearly and precisely. Terminology appropriate

to the subject is used accurately, with skill and understanding.

4

H: conclusion

This criterion assesses the extent to which the essay incorporates a conclusion that is relevant to the

research question and is consistent with the evidence presented in the essay.

**Descriptor Achievement level**

Little or no attempt is made to provide a conclusion that is relevant to the research

question.

0

A conclusion is attempted that is relevant to the research question but may not

be entirely consistent with the evidence presented in the essay.

1

An effective conclusion is clearly stated; it is relevant to the research question and

consistent with the evidence presented in the essay. It should include unresolved

questions where appropriate to the subject concerned.

2

I: formal presentation

This criterion assesses the extent to which the layout, organization, appearance and formal elements of

the essay consistently follow a standard format. The formal elements are: title page, table of contents,

page numbers, illustrative material, quotations, documentation (including references, citations and

bibliography) and appendices (if used).

**Descriptor Achievement level**

0 The formal presentation is unacceptable, or the essay exceeds 4,000 words.

1 The formal presentation is poor.

2 The formal presentation is satisfactory.

3 The formal presentation is good.

4 The formal presentation is excellent.

J: abstract

The requirements for the abstract are for it to state clearly the research question that was investigated,

how the investigation was undertaken and the conclusion(s) of the essay.

**Descriptor Achievement level**

The abstract exceeds 300 words **or** one or more of the required elements of an

abstract (listed above) is missing.

0

1 The abstract contains the elements listed above but they are not all clearly stated.

2 The abstract clearly states all the elements listed above.

K: holistic judgment

The purpose of this criterion is to assess the qualities that distinguish an essay from the average, such as

intellectual initiative, depth of understanding and insight. While these qualities will be clearly present

in the best work, less successful essays may also show some evidence of them and should be rewarded

under this criterion.

**Descriptor Achievement level**

0 The essay shows no evidence of such qualities.

1 The essay shows little evidence of such qualities.

2 The essay shows some evidence of such qualities.

3 The essay shows clear evidence of such qualities.

4 The essay shows considerable evidence of such qualities.