

Suggested structure (see also [the exemplar essay plan](#))

<i>Element</i>	<i>Description</i>	<i>No. words (approx)</i>
<b>Introduction</b>	<ul style="list-style-type: none"> <li>● Include a 'hook' to interest the reader</li> <li>● Explain the key terms of your title, and how you will be interpreting them</li> <li>● Refer to the scope of your essay plan - specifically the AOKs that you will explore</li> </ul>	200 words
<b>Discussion 1</b>	<ul style="list-style-type: none"> <li>● State the claim of your argument, which should be very closely related to the title</li> <li>● Discuss it generally (ie without referring to any specific examples). Include the ideas of a key thinker to support this, and mention how different perspectives might affect the claim</li> <li>● Support your points with at least one specific RLS</li> </ul>	200 - 300 words
	<ul style="list-style-type: none"> <li>● State an alternative point of view (a counter argument/counterclaim), keeping it based on the same AOK.</li> <li>● Discuss it generally, again, referring to any key thinkers, and perspectives</li> <li>● Support your points with at least one specific RLS</li> </ul>	200-300 words
<b>Discussion 2</b>	<ul style="list-style-type: none"> <li>● Before you move onto your second discussion, briefly compare and contrast the two AOKs (eg, thinking about the processes of knowledge production, or the use/purpose of knowledge)</li> <li>● Do the same as the claim for Discussion 1, this time in the context of your second AOK</li> </ul>	200-300 words
	<ul style="list-style-type: none"> <li>● Do the same as the counterclaim for Discussion 2 (keeping it in the context of the second AOK)</li> </ul>	200-300 words
<b>Challenge to the question (optional)</b>	<ul style="list-style-type: none"> <li>● Higher level essays also manage to challenge assumptions in the title.</li> <li>● You can either do this within the rest of the main body, or you can offer a separate section here.</li> <li>● This links your discussion effectively to the title, shows that you have thought about it critically, and is one of the ways you can construct an 'accomplished' essay</li> </ul>	150 -200 words
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>● Sum up your key points</li> <li>● Answer the title directly</li> <li>● Try to leave the reader with a feeling that they have read something meaningful and significant</li> </ul>	150 -200words
<b>Bibliography</b>	<ul style="list-style-type: none"> <li>● This should provide the details of all the references you have used</li> </ul>	N/A

**Does the student analyze the essay title in a clear, coherent, and critical way?**

	<b>Excellent 9-10</b>	<b>Very good 7-8</b>	<b>Satisfactory 5-6</b>	<b>Basic 3-4</b>	<b>Elementary 1-2</b>	<b>Irrelevant 0</b>
<b>Relevance to title</b>	The discussion offers a sustained focus on the title	The discussion offers some focus on the title	The discussion offers a little focus on the title	The discussion is connected to the title	The discussion is weakly connected to the title	The essay does not reach any of the descriptors, or does not answer any of the correct titles
<b>Links to TOK</b>	The discussion is linked very effectively to the AOKs	The discussion is linked effectively to AOKs	The discussion is has some links to AOKs	The discussion is linked superficially or in a limited way to AOKs	The discussion may have links to the AOKs	
<b>Quality of arguments</b>	Arguments are clear and coherent, and are effectively supported by specific examples	Arguments are clear and coherent, and are supported by examples	Arguments are present, and are supported by examples	Arguments are descriptive, unclear, and supported only by ineffective examples	Arguments are descriptive, or consist only of unsupported assertions	
<b>Perspectives</b>	There is a clear awareness shown of different points of view, and these are evaluated	There is an awareness shown of different points of view, and these are evaluated	There is some awareness shown of different points of view			
<b>Implications of arguments</b>	Implications of arguments are considered					
<b>Typical characteristics of this level</b>	Insightful, convincing, accomplished, lucid	Pertinent, relevant, analytical, organized	Acceptable, mainstream, adequate, competent	Underdeveloped, basic, superficial, limited	Ineffective, descriptive, incoherent, formless	