

## Extended Essay Checklist (+ / ✓ / -)

### Criterion A: Focus and method [max. 6 pts]

<b>Is the topic is communicated accurately and effectively?</b>		
<ul style="list-style-type: none"> <li>• Identification and explanation of the research topic is effectively communicated</li> <li>• the purpose and focus of the research is clear and appropriate.</li> </ul>		
1	Is the topic relevant to the registered subject?	
2	Has the research topic been identified?	
3	Has the research topic been effectively communicated?	
4	Can the topic be investigated systematically?	
5	Has the research topic been placed into a wider context? Previous studies/investigations?	
6	Has the purpose or significance of the topic for the subject been made clear?	
7	Is the personal significance of the topic/RQ explained?	
8	Is the focus of the topic explained? (What is the EE not about?)	
9	Did the student explain how he/she came up with the topic/RQ?	

<b>Is the research question clearly stated and focussed?</b>		
<ul style="list-style-type: none"> <li>• The research question is clear</li> <li>• RQ addresses an issue of research that is appropriately connected to the discussion in the essay.</li> </ul>		
10	Is the RQ clearly stated at the beginning of the essay?	
11	Is the link of the RQ to the topic made clear?	
12	Is the RQ sufficiently narrow so that it can be treated in the word count?	
13	Is the rest of the EE actually answering the RQ?	
14	Is the significance of the RQ made clear?	
15	Did the student explain how he/she came up with the topic/RQ?	

<b>How complete is the Methodology?</b>		
<ul style="list-style-type: none"> <li>• An appropriate range of relevant source(s) and/or method(s) have been applied in relation to the topic and research question.</li> <li>• There is evidence of effective and informed selection of sources and/or methods.</li> </ul>		
16	Did the student explain in the EE how he/she intends to answer the RQ? What steps?	
17	Did the student mention which sources he/she is going to use?	
18	Did the student mention how these sources were selected? How are they justified?	
19	Did the student mention why certain sources were not used?	
20	Was it made clear why/how the selected sources are relevant?	
21	Did the student justify the method / steps in the method used?	
22	Did the student suggest alternative methods and explain why they were not used?	
23	Does the method even answer the RQ? Is this connection between RQ and method explicit and clear?	
24	Was the selected range of sources sufficiently wide?	
25	Did the student mention possible problems or limitations of the method?	

### Criterion B: Knowledge and understanding [max.6pts]

<b>How good is knowledge and understanding?</b>		
<ul style="list-style-type: none"> <li>• The selection of source materials is clearly relevant and appropriate to the RQ</li> <li>• Knowledge of the topic/discipline(s)/issue is clear and coherent.</li> <li>• Sources are used effectively and with understanding.</li> </ul>		
26	Are the source materials relevant for the RQ?	
27	Were sufficient sources selected?	
28	Is it made clear in the EE why the source materials are relevant?	
29	Were the sources used effectively to answer the RQ?	
30	Did the student „talk about“, evaluate, analyze the sources or did he/she only „collect“ them?	

<b>How good is the use of subject-specific terminology and concepts?</b>		
<ul style="list-style-type: none"> <li>• Use of terminology and concepts is good.</li> <li>• The use of subject-specific terminology and concepts is accurate and consistent, demonstrating effective knowledge and understanding.</li> </ul>		
31	Was subject specific terminology used?	
32	Did the use of subject specific terminology/concepts help in understanding the EE?	
33	Was the terminology and language used helpful in answering the RQ? Or was it just “inflated language”?	
34	Is the language clear?	

### Criterion C: Critical Thinking [max. 12 pts]

<b>How good is the research?</b>		
<ul style="list-style-type: none"> <li>• How good are research, analysis and discussion/evaluation?</li> </ul>		
35	Was enough research done?	
36	Is the research appropriate for the subject? Eg.: in the sciences you do an experiment, in the languages you look for quotes in a book etc.	
37	Is the research relevant for answering the RQ? Bad: sections that do not relate to the RQ: unnecessary background information, which is not explicitly linked to the RQ.	

<b>How good is the analysis?</b>		
<ul style="list-style-type: none"> <li>• How good are research, analysis and discussion/evaluation?</li> <li>• Common problem: Students think that listing the research and citing them is already enough. Students forget to use/apply the research to answer the RQ.</li> </ul>		
38	Was the conducted research analyzed or is the research only summarized? Bad: student presents the research, but does not “talk about it”. Only presenting the research does not answer the RQ.	
39	Are the conclusions drawn from the research answering the RQ? Bad: conclusions that do not answer RQ.	
40	Is the analysis of sufficient depth?	
41	Are the conclusions drawn from the RQ supported by evidence (research)?	
42	Less relevant research does not distract from the overall analysis.	

<b>How good is discussion/evaluation?</b>		
<ul style="list-style-type: none"> <li>• How good are research, analysis and discussion/evaluation?</li> <li>• Common problem: Students forget to talk about the limitations of the research and method. The discussion/evaluation does not answer the RQ.</li> </ul>		
43	There is a reasoned argument (answer to the RQ) present.	
44	The reasoned argument answers the RQ. Bad: arguments that answer something else.	
45	The reasoned argument (which answer the RQ) can be found throughout the essay Bad: the RQ is only answered in the conclusion at the end of the EE	
46	The reasoned argument is supported by evidence.	
47	The reasoned argument is structured and coherent.	
48	A final conclusion is present, which answers the research question.	
49	The final conclusion is based on evidence	
50	The strengths of the research/method have been critically evaluated.	
51	The weaknesses of the research/method have been critically evaluated.	

### Criterion D: Presentation [max. 4 pts]

How good is the presentation?		
	<ul style="list-style-type: none"><li>• How well is the EE presented?</li><li>• Common problem: Missing paragraphing and no „Roter Faden“ visible, contents that do not match the headlines.</li></ul>	
52	Is the EE structured according to the conventions of the subject?	
53	Is the EE structured based on the argument?	
54	Is it properly layouted? Page numbers, paragraphing, table of contents, headings, sub-headings etc.	
55	Does the structure/layout support the reading?	

### Criterion E: Engagement [max. 6 pts]

How good is the RPPF form?		
	<ul style="list-style-type: none"><li>• How reflective and evaluative is the RPPF form?</li><li>• Common problem: the student simply lists the tasks that were done on the form, but there is no evidence of reflection and evaluation.</li></ul>	
56	Difficultues and challenges are included on the RPPF form.	
57	How these difficulties were overcome is mentioned in the RPPF	
58	There is evidence of a reflective/evaluative thought process in the RPPF	
59	The RPPF makes student initiative clear.	
60	The RPPF makes it clear that the EE is the student's work.	