

IB English Extended Essay guide - EE checklist

Criterion A

	Absent	Partial	Complete
The essay has a title page with the title, student code, research question, subject of the EE, and word count.			
The essay includes a table of contents with accurate page numbers.			
The research question is clearly stated, sharply focused, and analytical (e.g., explores how meaning is created through language, structure, or style).			
The introduction outlines the focus of the essay, provides essential background, and establishes a clear line of inquiry.			
The essay shows clear rationale for the text(s) or materials selected, justifying their relevance to the research question.			
The conceptual framework or theoretical approach (e.g., feminist, structuralist, discourse analysis) is identified or implied through the essay's design.			
The structure of the essay is logical and supports the development of the argument from introduction to conclusion.			
The essay demonstrates a clear plan of investigation that connects evidence (textual or linguistic)			

directly to the research question.I			
The essay has a conclusion that addresses the research question and synthesises key insights rather than merely summarising findings.			
The essay maintains formal academic presentation, including proper citations and consistent referencing style (MLA or APA).			
The essay is written in a clear academic register with consistent tone and style appropriate for a formal essay.			
The word count does not exceed 4,000 words.			
The font size is 12 with 1.5 line spacing. The font used is Arial (recommended but not mandatory)			
Appendices, if used, contain only relevant supplementary materials (e.g., transcripts, visual texts, advertisements) and do not include analysis.			
Appendices, if included, do not contain information central to the main argument of the essay			
The EE does not contain any identifiable information			

Criterion B

	Absent	Partial	Complete
The essay demonstrates relevant knowledge of the text(s), author(s), or communicative context being studied.			
The background research reflects a clear understanding of key literary, linguistic, or cultural concepts relevant to the research question.			
The essay integrates accurate subject-specific terminology, such as literary or linguistic devices, to demonstrate understanding of form, style, and meaning.			
The background research draws on relevant critical or theoretical sources (e.g., literary criticism, stylistic			

theory, discourse analysis) to support interpretation.			
The essay situates the text(s) or materials within an appropriate context (historical, cultural, authorial, or genre-specific) that enhances analysis.			
The essay demonstrates understanding of how context shapes meaning, audience reception, or authorial intention.			
The essay reflects depth of understanding rather than summary, showing that the student can interpret rather than merely describe.			
Secondary sources are evaluated critically and used to develop, not replace, the student's own argument.			
In-text citations and a bibliography are provided following an accepted academic style (MLA			

or APA), demonstrating academic honesty.			
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Criterion C

	Absent	Partial	Complete
The essay presents a clear and sustained line of argument that directly addresses the research question.			
Each paragraph contributes to the argument using a consistent PEEL (Point, Evidence, Explanation, Link) structure.			
The analysis explores how meaning is created through language, structure, tone, imagery, and other stylistic features.			
Textual or linguistic evidence is precisely chosen, integrated smoothly, and analysed in depth.			
The essay consistently links			

form, content, and context, showing how each shapes interpretation.			
Analytical points are clearly explained and interpreted, not merely identified.			
The argument demonstrates awareness of alternative readings or perspectives where relevant.			
The essay shows a logical and cohesive progression of ideas, with strong transitions between paragraphs.			
The analysis reflects critical and independent thinking, moving beyond surface-level commentary.			
Comparative essays balance both texts effectively, integrating cross-references throughout			
The conclusion synthesises key insights, reinforcing the line of argument and addressing the			

research question convincingly.			
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Criterion D

	Absent	Partial	Complete
There is a clear and balanced discussion of the findings, showing how they relate to the research question.			
The essay evaluates the significance of the findings within a literary, linguistic, or cultural context.			
Supporting evidence from primary and secondary sources is used to justify interpretations.			
The discussion considers multiple perspectives or interpretations, acknowledging different viewpoints.			
The argument remains balanced, showing awareness of ambiguity and complexity in the			

text(s).			
The essay reflects critically on the validity and implications of its own findings.			
The essay assesses the limitations of its approach (e.g. text selection, scope, or methodology).			
The essay explains how limitations may have influenced the strength or clarity of conclusions.			
Connections are drawn between the findings and broader contexts (theoretical, historical, cultural, or authorial).			
The conclusion synthesises insights, showing how the findings answer the research question while acknowledging alternative readings.			
The essay's discussion and evaluation demonstrate depth, originality, and intellectual			

independence.			
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Criterion E

	Absent	Partial	Complete
The 500-word reflection is completed and submitted after the viva voce, showing engagement with the research and writing process.			
The PRF form is completed together with the three formal reflection sessions and the 500-word reflective statement			
The reflection demonstrates intellectual and personal engagement with the topic, explaining how ideas developed over time.			
The student			

discusses key moments of discovery or challenge, explaining how these influenced the direction or focus of the essay.			
The reflection moves beyond description to evaluate decisions made about structure, argument, or interpretation.			
Specific examples of learning or growth are provided (e.g. shifts in interpretation, refining the research question, new analytical insight).			
The reflection acknowledges limitations or difficulties encountered and explains how they were addressed.			
The final reflection (after viva voce) demonstrates awareness of the value and impact of the research process.			
The tone of			

reflection is academic and self-aware, showing critical thinking rather than emotional or narrative recounting.			
The reflections clearly link to Criterion A-D skills, showing how the student improved in analysis, evaluation, and argumentation.			