

Alberts Geography EE Checklist

This is a document I have made meant to help my EE students have a clear and practical understanding of how to approach the grade descriptors. I have collated ideas from the grade descriptors, assessment criteria, Geography EE reports, and ideas from workshops I have been on, both Geography and extended essay.

Criterion A: Focus and Method: 6 points

Topic is identified in introduction. Topic = area, purpose, and focus	
Research question (RQ) is in the form of a question and not a statement	
The essay is not future-oriented or too speculative	
RQ is stated in bold to make it clear	
The reader is interested in the topic (captivation)	
The EE establishes the importance of the topic (why should the reader care?)	
The Geographic context is described	
The question can support discussion without being too broad	
The purpose of the EE is clear	
The scope of the essay is focussed and clear	
It is a spatial topic that is clearly linked to IBDP Geography	
There are a variety of methodical approaches to acquiring data	
There is primary data obtained in a geographically sound manner	
There is a range of quality sources	
The methods used for obtaining data are justified and varied	
A higher level, geographic model/concept/theory is central to the EE, is mentioned in the introduction, and is constantly referred to in the analysis	
Any model or concept is given background and explained	
The method is clear and easy to replicate	

Criterion B: Knowledge and Understanding: 6 points

Source materials are used appropriately	
There is plenty of higher level geographic terminology	
The source materials are high in quality and belong in academic writing	
The student analyses and applies the source data to fit their RQ	
There is a clear understanding of the topic/issue	
The use of a model or concept is applied correctly to allow for analysis	
All sources appropriately consistently referenced	

Criterion C: Critical Thinking: 12 points

The sources used are relevant to the research question	
Any sample sizes and/or selections are large enough to allow for analysis	
All data is presented using appropriate illustrative techniques	
The data used all contributes to the writer arriving at a clear conclusion related to the original RQ	
The student includes at least two of the following: maps of various scales and types, statistical analysis, tables of processed data, graphs	
Any statistical testing shows proof that the student knows why that test was chosen, and what the results mean	
All graphs/maps/charts used must add to the answering of the RQ	
The argument logical in that it does not include too many variables	
The student consistently references the RQ and hypothesis if they have one	
The hypothesis is answered with data as opposed to the writer's own opinion	
The conclusion is consistent with the argument presented throughout the EE	
Any unexpected outcomes are pointed out in the conclusion	
At any given point in your conclusion, your original research question is restated in bold	
The student gives extensions for further investigation	
The student comments on the reliability, quantity, balance and quality of their research, both primary and secondary	
Any uncertainties and/or limitations about the approach are mentioned	
The validity and quality of any primary data obtained is commented on with reference to variables	
Any new questions generated from the study are mentioned in the conclusion	

Criterion D: Presentation: 4 points

General structure of the EE document: 1. Title page 2. Contents page 3. Introduction 4. Body of the essay 5. Conclusion 6. References and bibliography	
There are headings and subheadings	
Title page has the following: 1. The title of the essay the research question 2. The subject for which the essay is registered 3. The word count	
A 12-point, 'readable' font is used throughout	
The lines are double spaced	
Pages are numbered	
No candidate or school name on the title page or page headers	
The file size must not be more than 10 MB	
Word Limit: 4000 words (pg 82 of guide for what is and isn't included)	
Illustrative material is numbered, in focus, and not fuzzy or pixelated	
Illustrative material has a spatial element when possible (ie: if a count is taken at a certain location, this should be mapped)	
Structure (Main headings): Geographic Context, Methodology, Data presentation and Analysis, Conclusion (Evaluation should be throughout your analysis and conclusion)	
The conclusion states what has been achieved, including notes of any limitations and any questions that have not been resolved	
Citing follows conventions (Dates, names, titles, etc.): https://ibpublishing.ibo.org/server2/rest/app/tsm.xml?doc=g_0_malpr_sup_1408_2b_e&part=1&chapter=5	
Every single reference is in the bibliography	
There are not too many tables/charts/graphs as that takes away from the argument. All of them included are necessary to responding to the RQ	
Any raw data tables are in the appendix and not the document	

Criterion E: Engagement: 6 points

Make sure the reflections are not too 'touchy feely'. They need to be academic.	
The first two reflections set clear objectives moving forward	
There is evaluative engagement in the reflection	
There is intellectual engagement in the reflection	
There is personal engagement in the reflection	
The student acknowledges some element of capacity in themselves	
Research focus is engaged	
Process of research is engaged	
There is a clear demonstration of being authentic and not descriptive	
There is a clear demonstration of taking intellectual initiative in the process	
There is an element of creativity in the writing style of the student	

The Maps:

Map(s) illustrating geographic context	
Each map has: orientation, scale, legend/key, title, figure number	
Some maps are produced with data from the research	
Maps taken from internet need to be referenced	
Cite basemap used (even google maps)	
Every map shows evidence of manipulation and skill	
Are there labels, annotations on maps?	
If made their own maps completely, which programme did you use	

The following are the grade descriptor for an A, B, and C grade EE. Go through all three of them and see where they line up in relationship to your EE.

A: Demonstrates effective research skills resulting in a well-focused and appropriate research question that can be explored within the scope of the chosen topic; effective engagement with relevant research areas, methods and sources; excellent knowledge and understanding of the topic in the wider context of the relevant discipline; the effective application of source material and correct use of subject-specific terminology and/or concepts further supporting this; consistent and relevant conclusions that are proficiently analysed; sustained reasoned argumentation supported effectively by evidence; critically evaluated research; excellent presentation of the essay, whereby coherence and consistency further supports the reading of the essay; and present and correctly applied structural and layout elements. Engagement with the process is conceptual and personal, key decisionmaking during the research process is documented, and personal reflections are evidenced, including those that are forward-thinking.

B: Demonstrates appropriate research skills resulting in a research question that can be explored within the scope of the chosen topic; reasonably effective engagement with relevant research areas, methods and sources; good knowledge and understanding of the topic in the wider context of the relevant discipline; a reasonably effective application of source material and use of subject-specific terminology and/or concepts; consistent conclusions that are accurately analysed; reasoned argumentation often supported by evidence; research that at times evidences critical evaluation; and a clear presentation of all structural and layout elements, which further supports the reading of the essay. Engagement with the process is generally evidenced by the reflections and key decision-making during the research process is documented.

C: Demonstrates evidence of research undertaken, which has led to a research question that is not necessarily expressed in a way that can be explored within the scope of the chosen topic; partially effective engagement with mostly appropriate research areas, methods and sources—however, there are some discrepancies in those processes, although these do not interfere with the planning and approach; some knowledge and understanding of the topic in the wider context of the discipline, which is mostly relevant; the attempted application of source material and appropriate terminology and/or concepts; an attempted synthesis of research results with partially relevant analysis; conclusions partly supported by the evidence; discussion that is descriptive rather than analytical; attempted evaluation; satisfactory presentation of the essay, with weaknesses that do not hinder the reading 104 of the essay; and some structural and layout elements that are missing or are incorrectly applied. Engagement with the process is evidenced but shows mostly factual information, with personal reflection mostly limited to procedural issues.

Where does yours fit?