

Extended Essay Assessment
Criterion C: Critical Thinking

Criterion Strands:

1. Relevance of research 2. Analysis of research findings 3. Discussion/Evaluation of evidence

What this Criterion assesses:

- The extent to which critical thinking skills have been used to analyze and evaluate the research undertaken

Assessed with 12 marks

- Highest = 12
- Lowest = 0

Questions to Inspire Feedback:

- Is the research analyzed effectively and clearly focused on the research question; do less relevant parts of the research not detract from the quality of the overall analysis?
- Are conclusions to individual points of analysis effectively supported by the evidence?
- Has an effective, focused and sustained reasoned argument been developed from the research with a conclusion reflective of the evidence presented?
- Has the research been critically evaluated?

Level	Strand	Descriptor	Indicator
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0	The work does not reach a standard outlined by the descriptors below		
Level	Strand	Descriptor	Indicator
1-3	Research	The research is limited	☐ The research presented is limited and its application to support the argument is not clearly relevant to the research question
	Analysis	Analysis is limited	☐ There is limited analysis ☐ Where there are conclusions to individual points of analysis these are limited and not consistent with the evidence
	Discussion/evaluation	Discussion/evaluation is limited	☐ An argument is outlined but this is limited, incomplete, descriptive or narrative in nature ☐ The construction of an argument is unclear and/or incoherent in structure hindering understanding ☐ Where there is a final conclusion, it is limited and not consistent with the arguments/evidence presented ☐ There is an attempt to evaluate the research, but this superficial
Level	Strand	Descriptor	Indicator
4-6	Research	The research is adequate	☐ Some research presented is appropriate and its application to support the argument is partially relevant to the research question
	Analysis	Analysis is adequate	☐ There is analysis but this is only partially relevant to the research question; the inclusion of irrelevant research detracts from the quality of the argument ☐ Any conclusions to individual points of analysis are only partially supported by the evidence
	Discussion/evaluation	Discussion/evaluation is adequate	☐ An argument explains the research but the reasoning contains inconsistencies ☐ The argument may lack clarity and coherence but this does not significantly hinder understanding ☐ Where there is a final or summative conclusion, this is only partially consistent with the arguments/evidence presented ☐ The research has been evaluated but not critically
Level	Strand	Descriptor	Indicator
7-9	Research	The research is good	☐ The majority of the research is appropriate and its application to support the argument is clearly relevant to the research question
	Analysis	Analysis is good	☐ The research is analyzed in a way that is clearly relevant to the research question; the inclusion of less relevant research rarely detracts from the quality of the overall analysis ☐ Conclusions to individual points of analysis are supported by the evidence but there are some major inconsistencies
	Discussion/evaluation	Discussion/evaluation is good	☐ An effective reasoned argument is developed from the research, with a conclusion supported by the evidence presented ☐ This reasoned argument is clearly structured and coherent and supported by a final or summative conclusion; minor inconsistencies may hinder the strength of the overall

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10-12			argument ☐ The research has been evaluated and this is partially critical	
	Level	Strand	Descriptor	Indicator
	Research	The research is excellent	☐ The research is appropriate to the research question and its application to support the argument is consistently relevant	
	Analysis	Analysis is excellent	☐ The research is analyzed effectively and clearly focused on the research question; the inclusion of less relevant research does not significantly detracts from the quality of the overall analysis ☐ Conclusions to individual points of analysis are effectively supported by the evidence	
	Discussion/evaluation	Discussion/evaluation is excellent	☐ An effective and focused reasoned argument is developed from research with a conclusion reflective of the evidence presented ☐ This reasoned argument is well structured and coherent; any minor inconsistencies do not hinder the strength of the overall argument or the final or summative conclusion ☐ The research has been critically evaluated	

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