



INTERNATIONAL BACCALEAUREATE DIPLOMA PROGRAMME

Extended Essay Guide for Students
First Assessment 2027

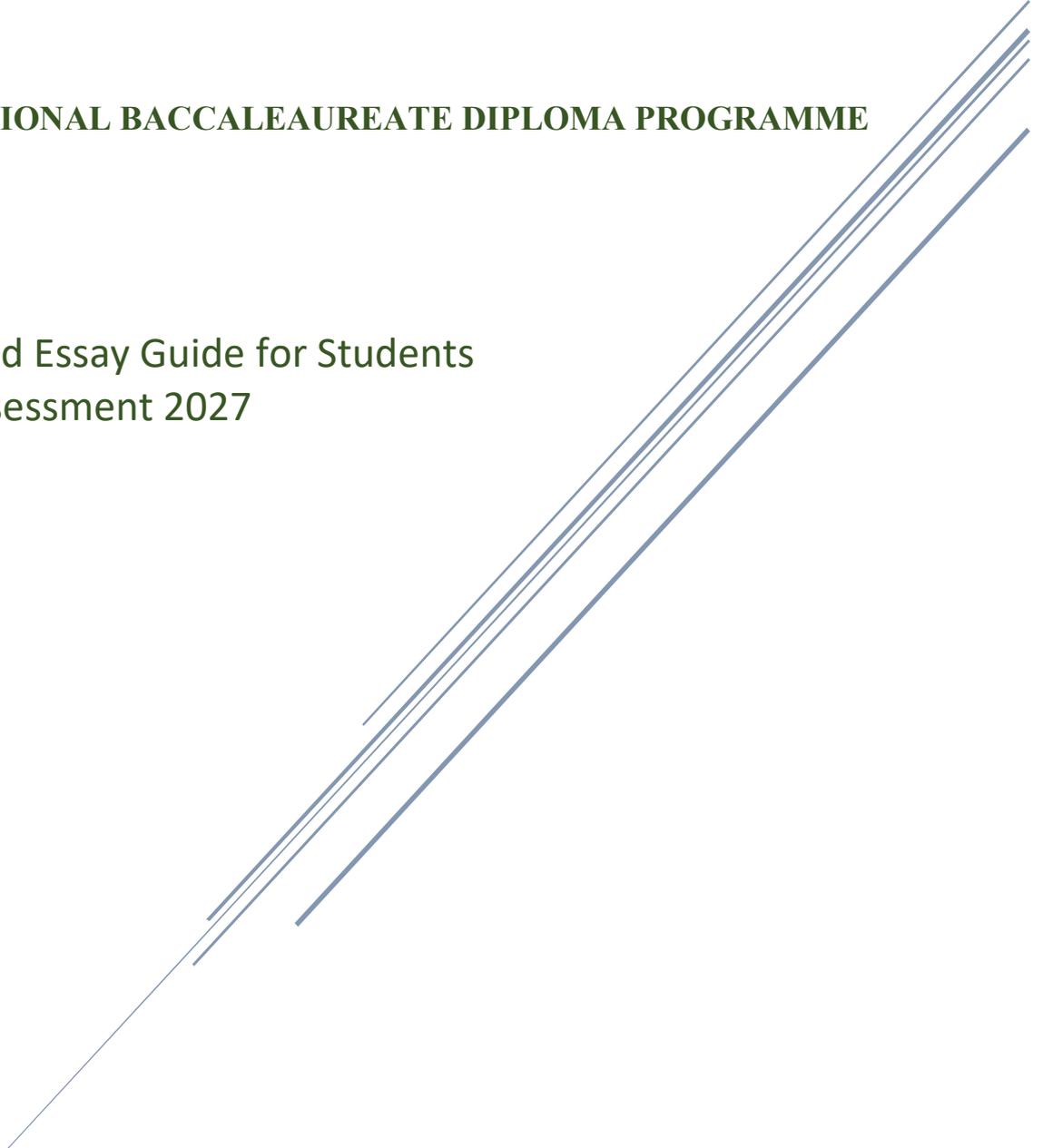


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IB Mission statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

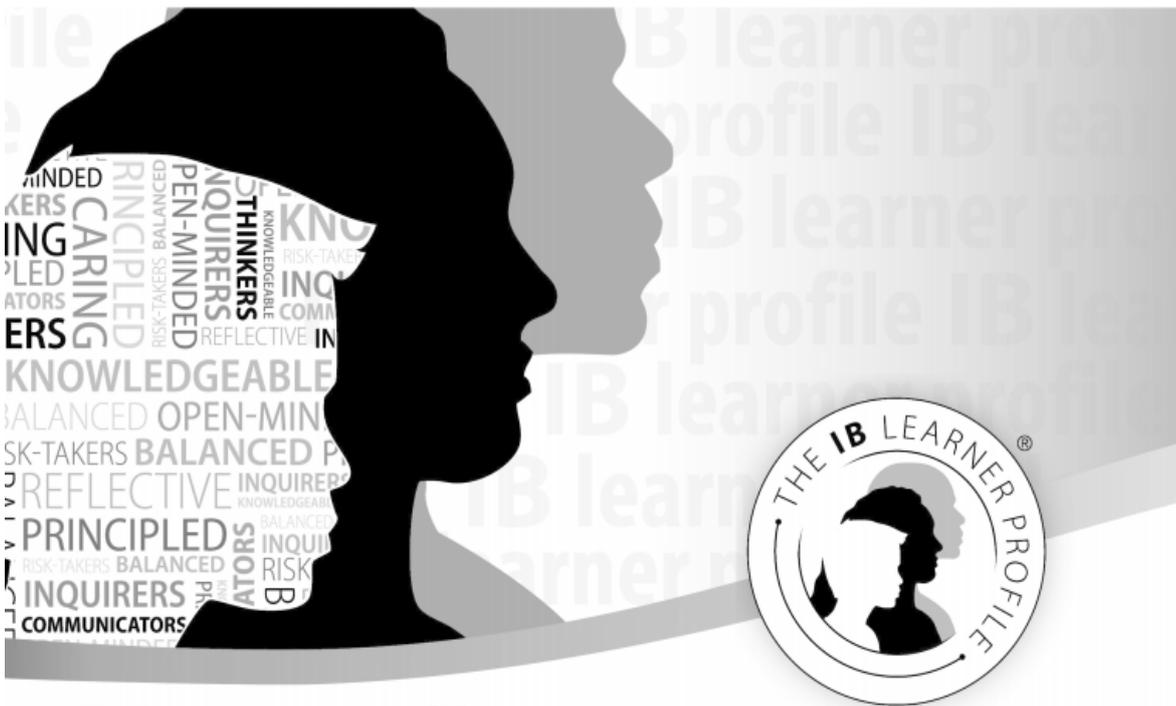
These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

RHHS Vision:

"Empowering a community of self-directed learners and responsible global citizens."

Mission Statement

RHHS aims to develop compassionate, respectful, and lifelong inquirers. We are committed to promoting well-being, education for sustainability, and innovation, nurturing learners to become proactive change agents in an interconnected world.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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The extended Essay at A Glance

The extended essay is at the core of the IB curriculum circle along with the TOK and CAS courses. It is not centered to any single class but is an independent research project in an IB subject of the student's choice which is conducted under the guidance of a supervising teacher. The Extended essay is an independent, self-directed piece of research culminating in a 4,000-word paper.

The extended essay gives the student the opportunity to

- investigate a subject of study in which they are personally interested
- develop research, critical thinking, and self-management skills that are communicated through academic writing.
- become more internationally minded by engaging with local and worldwide groups on personal interest themes to broaden one's perspective.
- consider the lessons acquired from the research and writing process.

Key features of the Extended Essay

- The extended essay is compulsory for all students taking the IB Diploma.
- A student must achieve a D grade or higher to be awarded the Diploma.
- The extended essay is externally assessed, along with the grade for theory of knowledge, it contributes up to three points to the total score for the IB Diploma. (See the appendix on page 13).
- The extended essay process helps prepare students for university and other pathways beyond the Diploma Programme.
- The extended essay is a piece of independent research on a topic chosen by the student in consultation with a supervisor in the school.
- It is presented as a **formal piece of sustained academic writing** of a maximum of 4,000 words maximum
- It is accompanied by a **reflection form RPPF** of a maximum of 500. The RPPF form is part of the assessment criterion of the extended essay under Criterion E (Engagement).
- It is the result of approximately 40 hours of work by the student.
- Students are supported by a supervision process recommended to last 3-5 hours in total. This process includes regular check in meetings and three mandatory reflection sessions. After each mandatory reflection session, the students are required to write a reflection entry in the RPPF form.
- The third and final mandatory reflection session is the *viva voce*, which is a concluding interview with the supervising teacher after the essay is completed.

Choice of Subject

Students are required to submit 2 topics proposed with the subject area included. The EE coordinator will match the choices of the student with the availability of the supervisors.

Students are required to submit a pitch -in proposal form for the supervisor and coordinator to justify their choice of topics. Upon completion students will be allocated the choice of subject upon meeting the criteria of the pitch-in proposal.

The choice allocated to the student becomes final upon the approval of the supervisor and coordinator and students can't change.

The coordinator will assign the supervisor from the IB teachers in the IB division.

Supervisors at RHHs will be trained by the EE coordinator and the Diploma Program coordinator

Role of the Student, EE Supervisor, EE Coordinator and the Librarian

Role of:	Responsibilities
Student	<ul style="list-style-type: none"> • develop a Researcher’s reflection space as a planning tool • use the Researcher’s reflection space to prepare for reflection sessions • share excerpts from the Researcher’s reflection space with the supervisor during the reflection sessions • choose a subject, followed by a topic, and then think carefully about the research question for their essay • plan how, when and where they will find material and sources for their essay before deciding on the final topic and research question • plan a schedule for both the researching and writing of their extended essay, including extra time for delays and unforeseen problems • record sources as their research progresses using their Researcher’s reflection space rather than trying to reconstruct a list at the end • make the most of their supervision and reflection sessions by arriving prepared to discuss their work • have a clear structure for the essay before beginning to write • check and proofread the final version of their extended essay • make sure that the version they submit for assessment is the final version with all sources correctly and consistently referenced • ensure that all requirements are met.
Supervisor	<ul style="list-style-type: none"> • undertake three mandatory reflection sessions with each student they are supervising • sign and date each reflection summarized on the <i>Reflections on planning and progress form</i> and provide comments at the end of the process. If the form is not signed by both the student and the supervisor, it may result in: <ul style="list-style-type: none"> • a delay in a grade being issued for the extended essay • criterion E (engagement) being compromised—the examiner may not be able to apply criterion E due to missing or lacking information • the essay being referred as a possible case of academic misconduct as a result of not being authenticated

	<ul style="list-style-type: none"> • provide students with advice and guidance in the skills of undertaking research • encourage and support students throughout the research and writing of the extended essay • discuss the choice of topic with each student and, in particular, help to formulate a well-focused research question which is suitable to the subject of registration and ensure that the chosen research question satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues • is familiar with the regulations governing the extended essay and the assessment criteria, and gives copies of these to students • monitor the progress of the extended essay to offer guidance and to ensure that the essay is the student's own work (this may include presenting a section of the essay for supervisor comment) • read and comment on one draft only of the extended essay (but do not edit the draft); this should take place after the interim reflection session, but before the final reflection session, the <i>viva voce</i> • ensure that the final version of the essay is handed in before the final reflection session (<i>viva voce</i>) takes place, and that no changes are made to it subsequently • read the final version and, in conjunction with the <i>viva voce</i>, confirm its authenticity.
EE coordinator	<ul style="list-style-type: none"> • Ensure that students are taught the necessary research skills, including those related to academic honesty and technology literacy, which refers to the ability to access and use technology responsibly. This includes accessing and using electronically based sources. • Support the introduction and use of the Researcher's reflection space as an integral part of the extended essay process. • Limit the number of students allocated to each supervisor to ensure the appropriate level of supervision can be provided for each student. • Provide appropriate training and ongoing support for supervisors.
Librarian	<ul style="list-style-type: none"> • oversee the scheduling of the extended essay process • offer lessons and workshops in information literacy and research skills • build partnerships with public and university libraries • act as a supervisor for extended essay students, if appropriately qualified • support students in terms of accessing adequate print and online sources

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|--|---|
| | <ul style="list-style-type: none"> • help train students and teachers on using the extended essay guidelines and information • provide guidance to students on how to format a formal essay using word processing software • support and provide guidance to students on how to develop the Researcher's reflection space • provide training and support on the concept of academic honesty, including an introduction to how to cite correctly and consistently. |
|--|---|

The Role of the Researcher's Reflection Space (RSS)

The RSS is the students' learning environment and space where students record their engagement and reflection on the research they are reading, writing and thinking. This space aids learners to scaffold their approaches to learning skills and promotes discussions between the students and their supervisors.

Students use the RSS

- to support their learning, thinking and critical analysis throughout the research process
- to help to stimulate discussions between the student and supervisor
- to aid the reflection process.

Students could use the RSS to:

- record their reflections
- respond to artefacts, such as photos, newspaper clippings, twitter feeds, blogs, and so on
- respond to prompts and questions that may arise in the students' subject areas, TOK classes or other aspects of the Diploma Programme
- create MindMaps[®];
- record emerging questions.

The idea of the RRS is not new and many students already keep research journals in the planning, researching and writing phases of their work on the extended essay. Encouraging students to develop a RRS will provide benefits in terms of the management of their workload and focus on their extended essay.

Completing and submitting the RPF

Completing the RPF is a requirement for the submission of the extended essay. The RPF plays an important role in the assessment of the final essay and represents the learning and personal growth of the student. The following is offered as guidance for the completion and submission of the form.

These three formal reflections must be recorded on the Reflection on Planning and Progress Form (RPPF)

- These sessions last 20-30 minutes
- Students share with the supervisor excerpts for their research reflection space
- These sessions center on the progress made every session which will enable the student to proceed in their work

- Students must be ready to present to the supervisor their work and be part of a dialogue between them and the supervisor.

Reflection session	Description
The first reflection session	<p>This will be one of the early sessions with your supervisor (not necessarily the first) where you will outline your ideas regarding the topic in general, the research question you have in mind, initial background reading or research you may have conducted, possible approaches and your initial thoughts about the answer to your research question.</p> <p>In terms of reflection related notes, at this initial juncture you will usually focus on the process of selecting your topic and a possible approach to your investigation (such as sources to be used or experiments to be conducted). This is also a good place to mention your motivation(s) for pursuing research in the topic (such as to develop or deepen content knowledge in the field, support your interests in terms of future studies, develop a specific skill or increase your proficiency in certain tools or devices).</p>
The interim reflection session	<p>This session will usually fall somewhere in the middle to latter half of your EE calendar, usually before the first full draft is completed. The general expectation is that you are able to present to your supervisor a more refined research question, discuss your essay on the basis of some sustained writing and comment on any challenges encountered and what solutions you've attempted.</p> <p>In terms of reflection notes, the interim reflection is a good place to jot down key points you've found or learned thus far, together with the issues (and possible solutions) you've encountered along the way. It's also a point at which you can start to consider any skills development and growth (or issues) in broader areas..</p>
The final reflection session— <i>viva voce</i>	<p>This session is indeed the last time you will meet your supervisor as it is intended to be the closing interview. This session takes place after the EE is uploaded for assessment so your supervisor will have read your work. It is an opportunity to offer your final reflections on the process, discuss any achievements and challenges overcome, while also sharing any aspects that contributed to the completion of the essay but are not immediately apparent within it.</p> <p>In terms of your final reflection notes this is the point at which you can summarize your key findings as a result of the process, both in terms of your overall question and the skills development and growth you feel you've made overall.</p>

Layout of the Extended Essay

The EE must include the following six elements

1. Title page
2. Contents page
3. Introduction
4. Body of the essay
5. Conclusion
6. References and bibliography

Title page

The title page should include **only** the following information:

- the title of the essay
- the research question
- the subject for which the essay is registered (if it is a language essay also state which category it falls into; if a world studies essay also state the theme and the two subjects utilized)
- word count.

The Title

The title should indicate the main focus of the essay. It should

- be a clear, focused summative statement of your research
- gives the reader an indication of your research topic.
- should **not** be phrased as a research question.

Content Page

The contents page must be provided at the beginning of the extended essay and all pages should be numbered. The index page is not required

Introduction

The introduction should tell the reader what to expect in the essay. The introduction should make clear to the reader the focus of the essay, the scope of the research, in particular an indication of the sources to be used, and an insight into the line of argument to be taken.

While students should have a sense of the direction and key focus of their essay, it is sometimes advisable to finalize the introduction once the body of the essay is complete.

Body of the essay (research, analysis, discussion and evaluation)

The main task is writing the body of the essay, which should be presented in the form of a reasoned argument. The form of this varies with the subject of the essay but as the argument develops it should

be clear to the reader what relevant evidence has been discovered, where/how it has been discovered, and how it supports the argument. In some subjects, for example, the sciences, sub-headings within the main body of the essay will help the reader to understand the argument (and will also help the student to keep on track). In structuring their extended essay, students must take into consideration the expected conventions of the subject in which their extended essay is registered.

Once the main body of the essay is complete, it is possible to finalize the introduction (which tells the reader what to expect) and the conclusion (which says what has been achieved, including notes of any limitations and any questions that have not been resolved).

Any information that is important to the argument **must not** be included in appendices or footnotes/endnotes. The examiner **will not** read notes or appendices, so an essay that is not complete in itself will be compromised across the assessment criteria.

Conclusion

The conclusion says what has been achieved, including notes of any limitations and any questions that have not been resolved. While students might draw conclusions throughout the essay based on their findings, it is important that there is a final, summative conclusion at the end. This conclusion must relate to the research question posed.

References and bibliography

Students should use their chosen style of academic referencing as soon as they start writing. That way they are less likely to forget to include a citation. It is also easier than trying to add references at a later stage.

The bibliography page should include the sources used in the essay.

Presentation of the Extended Essay

The extended essay should be written in a clear, correct and formal academic style, appropriate to the subject from which the topic is drawn.

The following formatting is **required**:

- the use of 12-point, readable font
- double spacing
- page numbering
- no candidate or school name on the title page or page headers.

Word counts

The word count limit is 4,000 words for all extended essays.

Examiners are instructed not to read or assess any material in excess of the word limit. Given the holistic nature of the assessment criteria, students who write in excess of the word limit will self-penalize across all criteria. For example, in criterion B, any knowledge and understanding demonstrated beyond the 4,000-word limit will be treated as if it were not present; in criterion C, analysis, discussion or evaluation made beyond the 4,000-word limit will be treated as if the point had not been made.

Please refer to the following guidance on what content should be included in the word count.

Included in the word count	Not included in the word count
The introduction	The contents page
The main body	Maps, charts, diagrams, annotated illustrations
The conclusion	Tables
Quotations	Equations, formulas and calculations
Footnotes and/or endnotes that are not references	Citations/references (whether parenthetical, numbered, footnotes or endnotes)
	The bibliography
	The Reflections on planning and progress form
	Headers
	Appendices

Illustrations

Presentation and overall neatness are important, and it is essential that illustrative material, if included, is well set out and used effectively. Graphs, diagrams, tables, and maps are effective only if they are clearly labelled and can be interpreted with ease.

All such material that is incorporated into the extended essay must be directly related to the text and acknowledged where appropriate. The use of photographs and other images is acceptable only if they are captioned and/or annotated and are used to illustrate a specific point made in the extended essay. It is recommended that students use illustrations with caution as excessive use may detract from the discussion in the essay.

Tables

The use of tables should be considered carefully and are only really appropriate in certain subjects. Tables must not be used in an attempt to circumvent the word limit.

Footnotes and endnotes

Footnotes and endnotes may be used for referencing purposes and if this is the case, will not be included in the word count of the essay. If information is contained in a footnote or endnote and is not a reference, this **must** be included in the word count. In order to avoid confusion and unwittingly exceed the word limit, students are advised to avoid using footnotes or endnotes other than for referencing purposes unless it is appropriate.

As footnotes and endnotes are not an essential part of the extended essay students must take care to ensure that all information with direct relevance to the analysis, discussion and evaluation of their essay is contained in the main body of it.

Appendices

Appendices are not an essential part of the extended essay and examiners will not read them, or use any information contained within them, in the assessment of the essay. Students must take care to ensure that all information with direct relevance to the analysis, discussion and evaluation of their essay is contained in the main body of it. Appendices should therefore be avoided except in the following instances:

- an exemplar of a questionnaire or interview questions
- an exemplar of permission letters
- group 1, category 1 essays: copies of poems or short stories (of less than three pages)
- group 1, category 3 essays: excerpts from newspapers, advertisements and transcripts of speeches
- language acquisition, category 1 and 2: excerpts from newspapers, advertisements, transcripts of speeches, etc
- language acquisition, category 3: excerpts or copies of poems or short stories (less than 3 pages)
- an external mentor letter, where one has been used
- raw data or statistical tables for experimental sciences (this should not include any analysis or conclusions).

Students should not continually refer to material presented in an appendix as this may disrupt the continuity of the essay and examiners are not required to refer to them.

Extended Essay Grading and Assessment Criteria

The extended essay is externally assessed by examiners appointed by the IB, and is marked on a scale from 0 to 30.

The marks are put into A-E mark bands.

A (26 - 30) Work of an **excellent** standard

B (21 - 25) Work of a **good** standard

C (16 - 20) Work of a **satisfactory** standard

D (15 – 10) Work of a **mediocre** standard

E (0 - 9) Work of an **elementary** standard

The Core Marks

The extended essay contributes to the overall diploma score through the award of points in conjunction with theory of knowledge. A maximum of three points are awarded according to a student’s combined performance in both the extended essay and theory of knowledge.

The Diploma Points’ Matrix

ToK/EE	A	B	C	D	E
A	3	3	2	2	Failing Condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing Condition				

A student who gets an E on either the ToK or the EE will not be awarded the diploma.

A student who fails to submit an EE will be awarded N for the extended essay, will score no points, and will not be awarded a diploma.

Overview of the Assessment Criteria for the Extended Essay

- The extended essay is marked against 5 criteria (A-E)
- Each criterion comprises a set of hierarchically ordered level descriptors.

Criteria A, B, C, and D measure the academic standard of your extended essay, whereas criterion E measures your engagement throughout the EE process based on your three written reflections in the RPF form.

Criterion A: focus and method	Criterion B: knowledge and understanding	Criterion C: Analysis and line of argument	Criterion D: Discussion and evaluation	Criterion E: Reflection: evaluative; growth
<ul style="list-style-type: none"> research question, research methods, structure 	<ul style="list-style-type: none"> Context Subject-specific terminology and concepts 	<ul style="list-style-type: none"> Research Analysis Discussion and evaluation 	<ul style="list-style-type: none"> Structure Layout 	<ul style="list-style-type: none"> Process Research focus
Marks	Marks	Marks	Marks	Marks
6 (~18%)	6 (~18%)	6 (~35%)	8 (~12%)	4 (18%)
Total marks available: 30				

The Assessment Criteria

The assessment criteria are the **same for all subjects**. However, they are used with subject-specific interpretations that articulate how these criteria are understood and applied to each subject. Levels of performance are described using multiple **indicators** per level. In many cases the indicators occur together throughout the essay, but not always. Also, not all indicators are always present. This means that a student can demonstrate performances that fit into different levels. To accommodate this, the IB assessment models use mark bands and advise examiners and teachers to use a **best-fit approach** in deciding the appropriate mark for a particular criterion.

Criterion A: Focus and method

This criterion focuses on the topic, research questions, and methodology. It assesses the explanation of the focus of the research (this includes the topic and the research question), how the research will be undertaken, and how the focus is maintained throughout the essay.

Criterion A: Framework for the essay	Guiding question: Do the research question, research methods and structural conventions followed provide an effective framework for the essay?			
	Note: If the work does not reach a standard outlined by the performance level descriptors, 0 marks are awarded for this criterion.			
	1–2 marks	3–4 marks	5–6 marks	
Research question	A research question is stated but it lacks relevance to the topic of investigation, clarity or focus.	The research question is relevant to the topic of their investigation and clear but only partially focused in relation to the scope of the essay.	The research question is relevant to the topic of investigation, clear and focused in relation to the scope of the essay.	
Research methods	Research methods are used, but these are mostly unsuitable for the research question.	Research methods that are mostly suitable for the research question are explained and applied with partial effectiveness.	Research methods that are suitable for the research question are explained and applied effectively.	

Structure	Structural conventions are present in the essay but these do not support communication of the research.	Structural conventions used in the essay support some aspects of the communication of the research.	Structural conventions used in the essay effectively support communication of the research.
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Criterion B: Knowledge and Understanding

This criterion assesses the extent to which the research relates to the subject area/discipline used to explore the research question, or in the case of the world studies extended essay, the issue addressed and the two disciplinary perspectives applied, and additionally the way in which this knowledge and understanding is demonstrated through the use of appropriate terminology and concepts.

Criterion B: Knowledge and understanding	Guiding question: Does the student demonstrate knowledge and understanding of the subject matter being used in the research .		
	Note: If the work does not reach a standard outlined by the performance level descriptors, 0 marks are awarded for this criterion.		
	1–2 marks	3–4 marks	5–6 marks
Knowledge	Research materials are used to establish knowledge of the subject matter but these materials lack relevance.	Relevant research materials are used to establish some knowledge of the subject matter.	Comprehensive, relevant research materials are used to establish knowledge of the subject matter.
Understanding — Terminology	Research methods are used, but these are mostly unsuitable for research questions.	Research methods that are most suitable for the research question are explained and applied with partial effectiveness.	Research methods that are suitable for the research question are explained and applied effectively.
Understanding — Concepts	Structural conventions are present in the essay, but these do not support communication of the research.	Structural conventions used in the essay support some aspects of the research.	Structural conventions used in the essay effectively support communication of the research.

Criterion C: Critical Thinking

This criterion assesses the extent to which critical-thinking skills have been used to analyse and evaluate the research undertaken.

Criterion C: Analysis and line of argument	Guiding question: Does the student analyze the information presented in the essay and produce a coherent line of argument?		
	Note: If the work does not reach a standard outlined by the performance level descriptors, 0 marks are awarded for this criterion.		
	1–2 marks	3–4 marks	5–6 marks
Analysis	The essay is descriptive rather than analytical.	The essay includes analysis that is partially effective and produces some relevant findings.	Analysis in the essay is effective and consistently produces relevant findings.

Line of argument	A partial line of argument is present.	A partially consistent line of argument links the research question, research findings and conclusions.	A clear, sustained line of argument links the research question, research findings and conclusions.
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Criterion D: Presentation

This criterion assesses the extent to which the presentation follows the standard format expected for academic writing and the extent to which this aids effective communication.

Criterion D: Discussion and evaluation	Guiding question: Does the student discuss the findings and evaluate the essay?			
	Note: If the work does not reach a standard outlined by the performance level descriptors, 0 marks are awarded for this criterion.			
	1–2 marks	3–4 marks	5–6 marks	7–8 marks
Discussion	The significance of the findings is described, but there is no reference to supporting evidence.	A partially balanced discussion of the significance of the findings is sometimes supported by appropriate evidence.	A balanced discussion of the significance of the findings is often supported by appropriate evidence.	A balanced discussion of the significance of the findings is fully supported by appropriate evidence.
Evaluation	A partial evaluation of the effectiveness of the essay is present, but strengths and limitations are not stated.	An evaluation of the effectiveness of the essay is present, with some strengths and limitations stated.	An evaluation of the effectiveness of the essay is present, with relevant strengths and limitations described.	An evaluation of the effectiveness of the essay is present, with relevant strengths and limitations explained.

Criterion E: Engagement

This criterion assesses the student’s engagement with their research focus and the **research process**. It will be applied by the examiner at the end of the assessment of the essay, and is based solely on the candidate’s reflections as detailed on the RPPF form, with the supervisory comments and extended essay itself as context. **Only the first 500 words are assessable.**

Criterion E: Reflection	Guiding question: Does the student evaluate the effect of the extended essay learning experience on them as a learner? Criterion E applies only to the reflective statement on the student’s RPF.
	Evidence referred to in the reflection may be drawn from, but is not limited to: <ul style="list-style-type: none"> • experiences and insights that could shape future thinking

	<ul style="list-style-type: none"> • explicit examples of how skills learned could be used in other current contexts and in the future • how changes in perspective impacted decision-making. <p>Note: If the work does not reach a standard outlined by the performance level descriptors, 0 marks are awarded for this criterion.</p>			
	1 mark	2 marks	3 marks	4 marks
Evaluative	Reflection on the extended essay learning experience is descriptive.	Reflection on the extended essay learning experience is descriptive and includes some specific examples.	Reflection on the extended essay learning experience is partially evaluative and includes specific examples.	Reflection on the extended essay learning experience is consistently evaluative and includes specific examples.
Growth	Reflection on the student's growth is limited to a description of the process and there is no evidence of transfer of learning.	Reflection sometimes shows evidence of the student's growth and transfer of learning.	Reflection often shows evidence of the student's growth and transfer of learning.	Reflection consistently shows evidence of the student's growth and transfer of learning.

Unpacking the Criteria

The following is intended to help you understand each criterion in terms of what should be included in the extended essay to achieve the highest level.

Criterion	Unpacking the criterion
Criterion A: Framework for the essay	<p>This criterion focuses on the research question , research method and structure.</p> <ol style="list-style-type: none">1. The topic chosen is identified and explained to readers in terms of contextualizing and justifying its worthiness.<ul style="list-style-type: none">○ How well does the research paper identify and communicate the chosen topic?2. The title is a formal requirement on the title page of the essay. If the title is missing, it will be considered on balance with the other formal requirements against criterion D. While there is no explicit penalty in criterion A, the title will help address the requirements as it expands on the student’s intended focus. Without a title, students lose an opportunity to clarify their focus.3. The purpose and focus of the research to be addressed is within the scope of a 4,000-word extended essay, is outlined in the introduction and specified as a research question. A good research question is one that:<ul style="list-style-type: none">○ Focuses your investigation on something that is both worthy and workable (i.e., there are sufficient sources available to use)○ Compels a high degree of research, evaluation and analysis (avoiding descriptive or narrative-style writing)○ Is sharply focused on a topic that can be covered within 4,000 words (avoiding multi-pronged approaches that would make the investigation too broad)○ Leads to a conclusion that is not immediately obvious.4. The research is planned and appropriate methods of data collection (methodology) are chosen and identified in order to address the research question.<ul style="list-style-type: none">○ Is there evidence of effective and informed source/method selection with regard to the choice of appropriate sources and/or method(s) used to gather information, including narrowing of scope the range of sources/methods, in order to address the research question within the constraints of the word limit?5. Sources/methods are considered relevant/appropriate or sufficient in so far as the academic standards for the discipline are concerned. For example, for an economics essay, it would not be sufficient to only use textbooks but rather include reports and data. The quality of the research question itself is not considered when assessing source selection on balance.

Criterion B: Knowledge and understanding	<p>This criterion assesses the extent to which the research relates to the subject area/discipline used to explore the research question, or in the case of the world studies extended essay, the issue addressed and the two disciplinary perspectives applied, and additionally the way in which this knowledge and understanding is demonstrated through the use of appropriate terminology and concepts.</p> <ol style="list-style-type: none"> 1. The research question being investigated is put into the context of the subject/discipline/issue. <ul style="list-style-type: none"> ○ Demonstration of the appropriate and relevant selection and application of the sources is identified. 2. Knowledge and understanding of the topic chosen and the research question posed is demonstrated with appropriate subject-specific terminology. <ul style="list-style-type: none"> ○ The use of subject-specific terminology and/or concepts is an indicator of knowledge and understanding of the discipline(s)/issue discussed. 3. Sources/methods are assessed here in terms of their application to support knowledge and understanding in response to the research question.
Criterion C: Analysis and Line of argument	<p>This criterion assesses how effectively you analyse your evidence and how well you provide a reasoned argument based on the evidence (both primary and secondary) you provide.</p> <ol style="list-style-type: none"> 1. The key findings myreading and research have pointed me towards in relation to my question 2. What the evidence tell me about my question 3. How the evidence shapes my argument and what conclusions the evidence points me towards? 4. The overall flow of your argument and assesses how cleary our positions (or thoughts) on your chosen topic are to areader and how effective your writing is in convincing them of the soundness of your conclusion(s).
Criterion D: Discussion and evaluation	<p>This criterion focuses on your ability to offer, throughout your essay, a thoughtful and balanced perspective on your topic and the sources or methods used to investigate it. Your overall discussion should also aim to be convincing. That is to say, any claims or opinions you offer should be tightly connected to the evidence you provide (be it primary or secondary in nature).</p> <p>As such, your essay needs to showcase a couple of things:</p> <ul style="list-style-type: none"> • Varied perspectives: this can be achieved through the adherence to the paragraph-writing model suggested above for Criterion C, where “balance” is a constituent part of almost all paragraphs or sections of an essay's main body. <p>When mind-mapping the key strands of your essay or reviewing the literature on your topic, note down and consider what varied views are offered or what alternate approaches are possible in terms of answering your question..</p> <ul style="list-style-type: none"> • Significance of findings: you need to explicitly comment on what your research or sources are saying about your question. Consider responding to questions such as: <ol style="list-style-type: none"> a. Do your findings point your conclusion in a different direction to what was expected or to what had already been said?

- b. Are you finding that your approach has yielded an interesting new angle through which to view the question?
- c. Has your reading (or experimentation) challenged or reinforced existing assumptions?
- d. Has your research helped you understand the extent to which factor A or B contributed to the topic you're investigating?
- e. Has any of your primary or secondary source work removed certain things from consideration?
- f. Has your research helped you evaluate the implications of factor A or B on the topic being investigated?

The following questions should help support you when addressing the evaluation strand:

- a. Have you critically evaluated your key sources (or methods) for both value and limitations (strengths and weaknesses)?
- b. As a result of your research, what have you determined is the core answer(s) to your research question?
- c. Are there any aspects or factors you have not taken into account that need mentioning in your conclusion?
- d. How definitive a conclusion can you arrive at? What would help make it more definitive?
- e. How far does your conclusion differ from or challenge conventional wisdom or approaches?
- f. Are your conclusions consistent with your argument as it develops in the main body?

Criterion E: Reflection

This criterion assesses the student's engagement with their research focus and the research process. It will be applied by the examiner at the end of the assessment of the essay, after considering the student's Reflections on planning and progress form.

1. Engagement with the process: the student has engaged in discussions with their supervisor in the planning and progress of their research; the student is able to reflect on and refine the research process, and react to insights gained through the exploration of their research question; the student is able to evaluate decisions made throughout the research process and suggest improvements for their own working practices.
2. Engagement with their research focus: an insight into the student's thinking, intellectual initiative and creative approach through reflections on the thought and research process; the extent to which the student voice is present rather than that of the supervisor and academics; is the student's engagement reflected?

Rafic Hariri High School Extended Essay Regulations

- Students should create a copy of their first mind map and outline and draft ideas of their Extended Essay Office 365 word Doc EE template . This document must be shared with their supervisor. The Word Doc should show the work in progress.
- With each EE workshop module, students must fill out the the Researcher’s Reflection Spaces.
- It is mandatory for all students to attend all the extended essay workshops .
- All work that students submit must be authentic work. It is the student’s ultimate responsibility to ensuring that his or her extended essay is authentic, with the work or ideas of others fully and correctly acknowledged. This evidence can include summary of sources, history of changes of a word Doc, etc.
- Students are expected to respect the deadlines that are detailed in the timeline on page 27

Extended Essay Checklist

Criteria A-D Checklist

Cover page	Yes	No	Need s Work
1 Does your cover page contain your student code			
2 Do(es) the research question and title if it has one on the cover page match the other parts of your essay?			
3 Does the conclusion answer the research question on the cover page?			
4 Is the spelling and grammar of the research question correct?			
5 Does the research question end with a question mark ?			
6 Is the subject (or subjects, if interdisciplinary) mentioned on the cover page?			
7 Have you included any categories or frameworks on the cover page (if applicable)?			
8. Have you included an accurate word count on the cover page ?			
9 Have you ensured that no personal information is on the cover page?			
Table of Contents			
10 Does the essay contain a table of contents?			
11 Is the list of sections or chapters sequential (ie as they appear in the essay)			

12 Do the page numbers in the table of contents correspond to the right pages ?			
13 Does every page have a number on it ?			
Formatting			
14 Does the essay use a readable font (e.g.,Aptos, Arial, Times New Roman or Calibri)?			
15 Is the font size set to 12 pt ?			
16 Is the essay set to 1.5 spacing ?			
17 Does your essay have clearly defined and relevant sections (coverpage, table of contents, introduction, main body sections, conclusion and bibliography as a minimum)?			
18 Does your essay include an introduction that explicitly mentions: <ul style="list-style-type: none"> • the research question • the context • line of argument • methods • worthiness 			
Research			
19 Have you situated your research question within a wider context?			
20 Have you supported key claims in your work with appropriate (ideally academic) source material? List your sources and then evaluate each one for reliability and validity. It should pass the following questioning if it's to be deemed of academic value: <ul style="list-style-type: none"> • * Does your data come from approved or acknowledged sources? Remember: blogs, general websites, Wikipedia and the like do not usually qualify • * If your data comes from primary research, have you followed an approved or acknowledged methodology in terms of data collection? Check with your supervisor if the method adheres to the subject's research guidelines. Note: If the majority of your source material does not pass the above checks, consider finding alternate sources that do. Some of your sources can be non-academic in nature, though care should be taken when using them in your			

work. As a minimum, acknowledge their limitations in your writing.			
21 Have you assessed the value and limitations of your source material in your writing?			
22 Does your essay meet the IB's Ethical guidelines for extended essay research and field work and / or Sciences experimentation guidelines (if applicable)?			
Method			
23 Does your method of analysis adhere to the subject's acknowledged conventions?			
24 Have you used subject specific terminology for conceptual language accurately throughout your essay ? If you have used a technical term in a particular way , it helps to define your particular usage of it in the body of your work . Also , complex terms benefit from a brief definition for the sake of clarity or an illustration example to help the reader follow your train of thought.			
Accuracy			
25 Have you accurately labelled all figures that you may have used, such as images, graphs, diagrams, maps?			
26 Is your content including measurements , dates , events , characters accurate and correct at all times ?			
Referencing (Citation and Bibliography)			
27 Does the essay include citations (either in-text or in a footnote endnote format) using approved style such as APA and MLA ?			
28 Does the essay include a bibliography of only the works cited in the body of the essay ?			
29 Does the bibliography adhere to one style such as APA or MLA style ?			
30 Is the bibliography in alphabetical order ?			
31 is the spelling of all words in the bibliography correct ?			
32 Do images, tables, figures, and graphs have captions that include all reference details?			

Resources

We highly recommend that you use the following resources to help better understand the EE requirements and to produce a good essay:

- This guide
- EE exemplars on RHHS IB Platform(Teams)
- Reflections exemplars on RHHS IB Platform(Teams)
- The Slides used in the EE workshops in RHHS IB Platform(Teams)
- The EE Checklist found in this guide or an alternative one provided by your supervisor

RHHS Extended Essay Pacing Guide

March					
Extended Essay	Meeting with the IB DP Coordinator, EE Coordinator, EE Supervisor, Librarian to.. introduce the Extended essay process	EE Coordinator to return all RRSs	Preliminary Planning and First Reflection Session Sign in to EE Classroom Create your RRS Template and link the first module to it.		
April					
Extended Essay	First (initial) reflection session w/supervisor	EE Workshop (TOK classes): research in preparation for first meeting w/supervisor	Students write their first reflection and upload into School IB Platform		
May					
Extended Essay	EE Workshop (TOK Classes): Students work on summer plan of action	Summer plan of action due into Classroom-pre-approved by supervisor			

September					
Extended Essay	EE Workshop (TOK Classes): Academic Integrity RRS	EE Workshop (TOK Classes): Literature Review & Works Cited RRS		EE Workshop (TOK Classes): Criterion A: Focus & Method RRS	
October					
Extended Essay	EE Workshop (TOK Classes): Drafting your EE RRS	Second (interim) formal reflection meeting with supervisor	Deadline to submit interim reflection on School IB Platform	EE Draft due date Students enter into School IB Platform	
December					
Extended Essay	Due date for final EE	Viva Voce (final) reflection session			
January					
Extended Essay	Viva Voce (final) reflection session Students write their final reflection and upload on School IB Platform				

All dates are subject to be reviewed .

References

International Baccalaureate Organization. (2025). *Extended essay guide* (First assessment 2027). <https://ibo.org/>

Lekanides, K. (2025). *Oxford IB diploma programme: Extended essay course companion*. Oxford University Press.