



INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

Extended Essay Guide for Students
Last assessment 2026

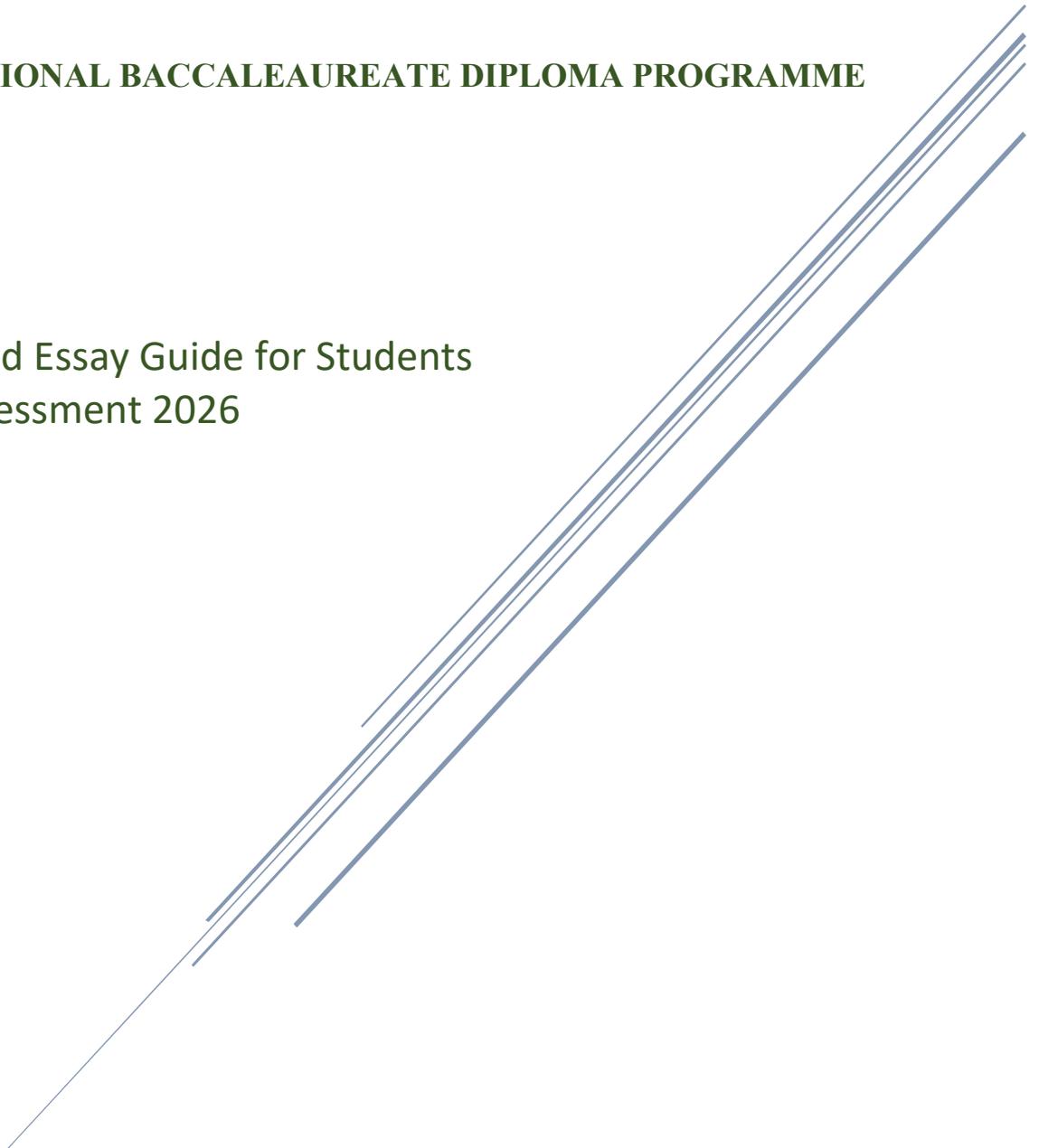


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IB Mission statement

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.

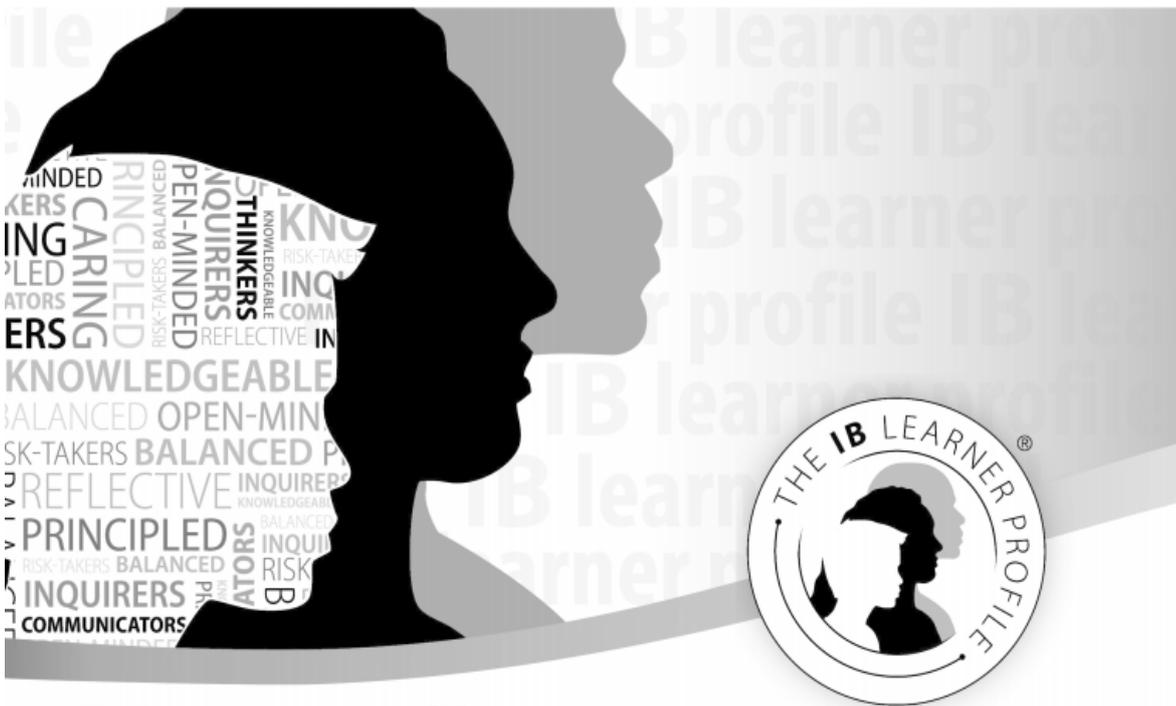
These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

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.



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. |
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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.

The Three Formal Reflection Sessions

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>Students are encouraged to include in their RRS</p> <ul style="list-style-type: none"> • examples of initial topic exploration, • possible sources and methods, • preliminary research questions and their personal reactions to the issues. <p>The Goal: In attending their first reflection session with their supervisor, students can use notes made in the RRS as the basis for discussion as well as to demonstrate the progress students have made in the research process.</p>
The interim reflection session	<p>As their RRS develops, students can demonstrate</p> <ul style="list-style-type: none"> • the progress of their thinking, • the development of their argument and raise any questions they may have with their supervisor. <p>The Goal: At this stage the RRS may include reactions to readings, progress in the timeline for completion of the extended essay, a possible outline of arguments, setbacks encountered, and the strategies used to overcome them.</p>
The final reflection session— <i>viva voce</i>	<p>During the <i>viva voce</i>, which takes place at the completion of the extended essay process, the RRS :</p> <ul style="list-style-type: none"> • can form the basis for discussion about the process of completing the essay. • Students can show what they have learned about the topic, the research process followed, their own learning, as well as outlining new questions they have uncovered. <p>The Goal: the RRS may help to highlight the personal significance of the work to the student and ultimately contribute to the supervisor's report.</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(s) 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 34.

The marks are put into A-E mark bands.

- A (27 - 34)** Work of an **excellent** standard
- B (21 - 26)** Work of a **good** standard
- C (14 - 20)** Work of a **satisfactory** standard
- D (7 – 13)** Work of a **mediocre** standard
- E (0-6)** 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 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 RPPF form.

Criterion A: focus and method	Criterion B: knowledge and understanding	Criterion C: critical thinking	Criterion D: presentation	Criterion E: engagement
<ul style="list-style-type: none"> • Topic • Research question • Methodology 	<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%)	12 (~35%)	4 (~12%)	6 (18%)

Total marks available: 34

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, the research question and the 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.

Level	Descriptor of strands and indicators
0	The work does not reach a standard outlined by the descriptors below.
1–2	The topic is communicated unclearly and incompletely. <ul style="list-style-type: none">● Identification and explanation of the topic is limited; the purpose and focus of the research is unclear, or does not lend itself to a systematic investigation in the subject for which it is registered. The research question is stated but not clearly expressed or too broad. <ul style="list-style-type: none">● The research question is too broad in scope to be treated effectively within the word limit and requirements of the task, or does not lend itself to a systematic investigation in the subject for which it is registered.● The intent of the research question is understood but has not been clearly expressed and/or the discussion of the essay is not focused on the research question. Methodology of the research is limited. <ul style="list-style-type: none">● The source(s) and/or method(s) to be used are limited in range given the topic and research question.● There is limited evidence that their selection was informed.

3–4	<p>The topic is communicated.</p> <ul style="list-style-type: none"> ● Identification and explanation of the research topic is communicated; the purpose and focus of the research is adequately clear, but only partially appropriate. <p>The research question is clearly stated but only partially focused.</p> <ul style="list-style-type: none"> ● The research question is clear but the discussion in the essay is only partially focused and connected to the research question. <p>Methodology of the research is mostly complete.</p> <ul style="list-style-type: none"> ● Source(s) and/or method(s) to be used are generally relevant and appropriate given the topic and research question. ● There is some evidence that their selection(s) was informed. <p>If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than four marks can be awarded for this criterion.</p>
5–6	<p>The topic is communicated accurately and effectively.</p> <ul style="list-style-type: none"> ● Identification and explanation of the research topic is effectively communicated; the purpose and focus of the research is clear and appropriate. <p>The research question is clearly stated and focused.</p> <ul style="list-style-type: none"> ● The research question is clear and addresses an issue of research that is appropriately connected to the discussion in the essay. <p>Methodology of the research is complete.</p> <ul style="list-style-type: none"> ● An appropriate range of relevant source(s) and/or method(s) has been selected in relation to the topic and research question. ● There is evidence of effective and informed selection of sources and/or methods.

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.

Level	Descriptor of strands and indicators
0	<p>The work does not reach a standard outlined by the descriptors below.</p>
1–2	<p>Knowledge and understanding is limited.</p> <ul style="list-style-type: none"> ● The application of source material has limited relevance and is only partially appropriate to the research question. ● Knowledge of the topic/discipline(s)/issue is anecdotal, unstructured and mostly descriptive with sources not effectively being used. <p>Use of terminology and concepts is unclear and limited.</p> <ul style="list-style-type: none"> ● Subject-specific terminology and/or concepts are either missing or inaccurate, demonstrating limited knowledge and understanding.

3–4	<p>Knowledge and understanding is good.</p> <ul style="list-style-type: none"> ● The application of source material is mostly relevant and appropriate to the research question. ● Knowledge of the topic/discipline(s)/issue is clear; there is an understanding of the sources used but their application is only partially effective. <p>Use of terminology and concepts is adequate.</p> <ul style="list-style-type: none"> ● The use of subject-specific terminology and concepts is mostly accurate, demonstrating an appropriate level of knowledge and understanding. <p>If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than four marks can be awarded for this criterion.</p>
5–6	<p>Knowledge and understanding is excellent.</p> <ul style="list-style-type: none"> ● The application of source materials is clearly relevant and appropriate to the research question. ● Knowledge of the topic/discipline(s)/issue is clear and coherent and sources are used effectively and with understanding. <p>Use of terminology and concepts is good.</p> <ul style="list-style-type: none"> ● The use of subject-specific terminology and concepts is accurate and consistent, demonstrating effective knowledge and understanding.

Criterion C: Critical Thinking

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

Level	Descriptor of strands and indicators
0	The work does not reach a standard outlined by the descriptors below.
1–3	<p>The research is limited.</p> <ul style="list-style-type: none"> ● The research presented is limited and its application to support the argument is not clearly relevant to the research question. <p>Analysis is limited.</p> <ul style="list-style-type: none"> ● There is limited analysis. ● Where there are conclusions to individual points of analysis these are limited and not consistent with the evidence. <p>Discussion/evaluation is limited.</p> <ul style="list-style-type: none"> ● 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 is superficial. <p>If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than three marks can be awarded for this criterion.</p>

<p>4–6</p>	<p>The research is adequate.</p> <ul style="list-style-type: none"> ● Some research presented is appropriate and its application to support the argument is partially relevant to the research question. <p>Analysis is adequate.</p> <ul style="list-style-type: none"> ● 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. <p>Discussion/evaluation is adequate.</p> <ul style="list-style-type: none"> ● 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.
<p>7–9</p>	<p>The research is good.</p> <ul style="list-style-type: none"> ● The majority of the research is appropriate and its application to support the argument is clearly relevant to the research question. <p>Analysis is good.</p> <ul style="list-style-type: none"> ● The research is analysed 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 minor inconsistencies. <p>Discussion/evaluation is good.</p> <ul style="list-style-type: none"> ● 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 argument. ● The research has been evaluated, and this is partially critical.

10–12	<p>The research is excellent.</p> <ul style="list-style-type: none"> ● The research is appropriate to the research question and its application to support the argument is consistently relevant. <p>Analysis is excellent.</p> <ul style="list-style-type: none"> ● The research is analysed effectively and clearly focused on the research question; the inclusion of less relevant research does not significantly detract from the quality of the overall analysis. ● Conclusions to individual points of analysis are effectively supported by the evidence. <p>Discussion/evaluation is excellent.</p> <ul style="list-style-type: none"> ● An effective and focused reasoned argument is developed from the 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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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.

Level	Descriptor of strands and indicators
0	The work does not reach a standard outlined by the descriptors below.
1–2	<p>Presentation is acceptable.</p> <ul style="list-style-type: none"> ● The structure of the essay is generally appropriate in terms of the expected conventions for the topic, argument and subject in which the essay is registered. ● Some layout considerations may be missing or applied incorrectly. ● Weaknesses in the structure and/or layout do not significantly impact the reading, understanding or evaluation of the extended essay.
3–4	<p>Presentation is good.</p> <ul style="list-style-type: none"> ● The structure of the essay clearly is appropriate in terms of the expected conventions for the topic, the argument and subject in which the essay is registered. ● Layout considerations are present and applied correctly. ● The structure and layout support the reading, understanding and evaluation of the extended essay.

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.**

Level	Descriptor of strands and indicators
0	The work does not reach a standard outlined by the descriptors, an RPPF has not been submitted, or the RPPF has been submitted in a language other than that of the essay.
1–2	Engagement is limited. <ul style="list-style-type: none">● Reflections on decision-making and planning are mostly descriptive.● These reflections communicate a limited degree of personal engagement with the research focus and/or research process.
3–4	Engagement is good. <ul style="list-style-type: none">● Reflections on decision-making and planning are analytical and include reference to conceptual understanding and skill development.● These reflections communicate a moderate degree of personal engagement with the research focus and process of research, demonstrating some intellectual initiative.
5–6	Engagement is excellent. <ul style="list-style-type: none">● Reflections on decision-making and planning are evaluative and include reference to the student's capacity to consider actions and ideas in response to challenges experienced in the research process.● These reflections communicate a high degree of intellectual and personal engagement with the research focus and process of research, demonstrating authenticity, intellectual initiative and/or creative approach in the student voice.

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: Focus and method	<p>This criterion focuses on the topic, the research question and the methodology. It assesses the explanation of the focus of the research (this includes the title and the research question), how the research will be undertaken, and how the focus is maintained throughout the essay.</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.<ul style="list-style-type: none">○ Is the research question appropriate given the scope of the task? For example, is the topic sufficiently focused to be adequately addressed within the requirements of the task?○ Is the research question clearly stated, focused and based on/situated against background knowledge and understanding of the chosen subject/topic area?○ Is the focus of the research question maintained throughout the essay?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: Critical thinking	<p>This criterion assesses the extent to which critical thinking skills have been used to analyse and evaluate the research undertaken.</p> <ol style="list-style-type: none"> 1. The appropriateness of sources/methods in terms of how they have been used in the development of the argument presented. 2. The analysis of the research is effective and focused on the research question. 3. The discussion of the research develops a clear and coherent reasoned argument in relation to the research question. 4. There is a critical evaluation of the arguments presented in the essay. 5. Unlikely or unexpected outcomes can also demonstrate critical thinking.
Criterion D: Presentation	<p>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.</p> <ol style="list-style-type: none"> 1. Structure: the structure of the essay is compatible with the expected conventions of a research paper in the subject for which the essay has been submitted. (Examiners, supervisors and students are advised to check the guidance given in the <i>Extended essay guide</i> for the relevant subject.) 2. Layout: title page, table of contents, page numbers, section headings (where appropriate), effective inclusion of illustrative materials (tables, graphs, illustrations, appropriately labelled) and quotations, bibliography and referencing. <ul style="list-style-type: none"> ○ The referencing system should be correctly and consistently applied and should contain the minimum information.* ○ The extended essay has not exceeded the maximum word limit.** 3. Formal requirements: Suggested formatting <ul style="list-style-type: none"> ○ The use of 12-point, readable font ○ Double spacing ○ Page numbering ○ No candidate or school name on the title page or page headers ○ File size of not more than 10 MB (Note that the RPPF is uploaded separately and is not part of the overall file size of the essay.) <p style="margin-left: 40px;">A title page, including only:</p>

	<ul style="list-style-type: none"> i. the title of the essay ii. the research question iii. 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) iv. word count. <p>* Referencing and bibliographies are only assessed against criterion D based on their visual layout (for example, consistent presentation of footnotes) and presence (bibliography as a structural requirement). The content and completeness of a reference or bibliography should not be assessed. Insufficient or incomplete references or bibliographies will be raised by examiners as a case of “suspected malpractice” for further investigation prior to issue of results, with no undue assessment penalties applied.</p> <p>** While there is no explicit penalty in criterion D for exceeding 4,000 words, students should be aware that examiners will not read beyond the 4,000-word limit. Criterion D specifically may be impacted if, in exceeding 4,000 words, one of the structural requirements of the essay (for example, the conclusion, or important illustrative material) is unassessed by the examiner because he or she is not required to read beyond 4,000 words.</p>
<p>Criterion E: Engagement</p>	<p>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.</p> <ol style="list-style-type: none"> 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

Criterion	Guiding Questions	Yes	No	Needs Work
Criterion A FOCUS & METHOD <ul style="list-style-type: none"> • Topic • Research question • Methodology 6 MARKS	Does this essay meet the requirements for the subject for which you are registering it?			
	Is your research question stated as a question?			
	Have you explained how your research question relates to the subject that you selected for the extended essay?			
	Have you given an insight into why your area of study is important and worthy of investigation?			
	Is your research question feasible within the scope of the task?			
	Could your research question be “answered” or it is too vague?			
	Did you refer to your research question throughout the essay (not only in the introduction and conclusion)?			
	Is the focus of the research question maintained throughout the essay?			
	Did you explain why you selected your methodology?			
	If you stated a particular methodology in the introduction of your essay, or specific sources, have you used them?			
	Are there any references listed in the bibliography that were not directly cited in the text?			
Criterion B KNOWLEDGE & UNDERSTANDING <ul style="list-style-type: none"> • Context • Subject-specific terminology and concepts 6 MARKS	Have you briefly outlined all necessary background information, putting your research into the context of the subject/discipline?			
	Have you used subject-specific vocabulary and concepts and explained them where necessary?			
	Is it clear that the sources you are using are relevant and appropriate to your research question?			
	Do you have a range of sources, or have you only relied on one particular type, for example internet sources?			
	Is there a reason why you might not have a range of sources? Is this justified?			
	Does your sentence structure enhance the understanding of your essay?			
Criterion C	Have you provided a critical evaluation of the			

<p>CRITICAL THINKING</p> <ul style="list-style-type: none"> • Research • Analysis • Discussion and evaluation <p>12 MARKS</p>	methods you selected?			
	Have you made clear links between your data collected and your research question?			
	Are your arguments clear and supported by evidence?			
	Are your conclusions supported by your data?			
	If you found unexpected information or data, have you discussed its importance?			
	Have you considered the reliability of your sources (peer-reviewed journals, internet, and so on)?			
	Have you evaluated your research question in the light of your findings?			
	Are all your suggestions of errors or improvements relevant?			
	Have you mentioned and evaluated the significance of possible errors that may have occurred in your research?			
	Have you compared your results or findings with any other sources?			
	Have you identified the limitations of your research?			
Is your writing clear and to the point?				
<p>Criterion D</p> <p>PRESENTATION</p> <ul style="list-style-type: none"> • Structure • Layout <p>4 MARKS</p>	Have you chosen a font that will be easy for examiners to read on-screen?			
	Is your essay double-spaced and size 12 font?			
	Are title and research question mentioned on the cover page?			
	Are all pages numbered?			
	Have you prepared a correct table of contents?			
	Do the page numbers in the table of contents match the page numbers in the text?			
	Is your essay subdivided into correct sub-sections, if this is applicable to the subject?			
	Are all figures and tables properly numbered and labeled?			
	Does your bibliography contain only the sources cited in the text?			
	Did you use the same reference system throughout the essay?			
	Have you checked that there is no candidate or school name on the title page or page headers?			

	Does the title page contain the title of the essay, the research question, the subject for which the essay is registered, and the word count?			
	Is all the material presented in the appendices relevant and necessary?			
	Have you proofread the text for spelling or grammar errors?			
Criterion E ENGAGEMENT T <ul style="list-style-type: none"> ● Process ● Research focus 6 MARKS	Have you demonstrated your engagement with your research topic and the research process?			
	Have you highlighted challenges you faced and how you overcame them?			
	Will the examiner get a sense of your intellectual and skills development?			
	Will the examiner get a sense of your creativity and intellectual initiative?			
	Will the examiner get a sense of how you responded to actions and ideas in the research process?			

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 I B Platform				
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All dates are subject to be reviewed .

References

“Extended Essay Guide (First Assessment 2018).” *IBO*, IB Diploma Program , 2016,
<https://resources.ibo.org/dp/subject-group/Extended-essay-first-assessment-2018/resource/11162-43483/>.