



International Baccalaureate Diploma

Program Extended Essay

Student Guide

2026 - 2027

Table of Contents

1) Introduction…… p. 3
2) IB Mission Statement …… p. 4
3) IB Learner Profile …….... p. 5
4) Nature of the Extended Essay …… p. 5
5) Objectives of the Extended Essay ……... p. 7
6) Subjects, Pathways and Topics..... 5
7) Selection of Subject, Pathway and Supervisor..... 5
8) Responsibilities of the EE Coordinator..... 7
9) Responsibilities of the Supervisor..... 8
10) Extended Essay Due Dates..... 9
11) Mandatory Reflection Sessions at ISE..... 10
12) Award of Diploma Points – the roles of the Extended Essay and TOK..... 11
13) Major Steps in the Research Process..... 12
14) Four Steps to Developing a Research Question..... 13
15) Extended Essay Outline …… p. 20
16) Assessment Criteria for the Extended Essay ……..… p. 24
17) Reflection in the Extended Essay …… p. 27
18) Extended Essay: Responsibilities of Students …… p. 28
19) Reference ……..… p. 29

N.B. For further questions and more detailed information, please refer to the official IBDP Extended Essay guide available online.

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.

IB Vision Statement

The International Baccalaureate's vision is to create a better and more peaceful world through high-quality international education, developing students who are inquiring, knowledgeable, caring, active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

ISE Mission Statement

The International School of Egypt (ISE) continues to affirm its commitment to being a co-educational, multinational, college preparatory school providing an international education founded on educational excellence, rigorous assessment, intercultural understanding, respect, collaboration, and responsible citizenship.

ISE Vision Statement

The International School of Egypt strives to create an inclusive and internationally minded learning environment in which students grow as creative, curious, caring, knowledgeable, and contributing members of a global community

1) Introduction

Dear Students and Parents,

You have chosen a journey across the seven seas of the IBDP Extended Essay. As you may know by now, IBDP courses are taxing, some might say even Herculean, and you will be expected to do a lot of work meticulously, conscientiously, and independently. The aim of this handbook is to prepare students for the IBDP Extended Essay assessment, which will be read and graded by experienced IB examiners

Essays are either interpretive or argumentative pieces of writing. According to the IB, ‘’the extended essay is an independent, self-directed piece of research, finishing with a 4,000-word paper. ‘’ Your duty is to write a research paper that includes not only gathering, but also questioning evidence in order to answer the **Research Question** to the best of your knowledge.

If you find yourself summarizing and reporting (or, worse, cutting and pasting) stuff you read on the internet in the middle of the night, you’re doing it wrong.

The term extended essay is a preparation for undergraduate research, while- at the same time- it provides students with an opportunity to focus on the topic of personal interest. The extended essay, once completed, will represent your major formal writing, something you can be proud of, and valuable experience that you may find helpful in college and afterwards. Since the dawn of civilization, humanity has been concerned with questions and dilemmas revolving around knowledge, research, and metacognition. This is your opportunity to join the ranks of prominent intellectuals.

2) IB Learner Profile

IB learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct enquiry and research and show independence in learning. They actively enjoy learning, and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas, and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths.

3) Nature of the Extended Essay

- The Extended Essay (EE) is an in-depth study of a focused topic chosen from the list of available Diploma Programme subjects for the examination session—normally one of the student's six chosen subjects for the IB diploma and one which is of special interest to the candidate. Students pursue it either through the **subject-focused pathway**, within the boundaries of one Diploma Programme (DP) subject, or through the **interdisciplinary pathway**, which integrates two DP subjects and connects with one of five interdisciplinary frameworks. It is intended to promote high-level, personal, and independent academic research and academic writing skills, intellectual discovery, and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. The EE develops transferable skills in research, critical thinking, reflection and self-management.
- The EE now comprises three mandatory reflection sessions with the supervisor, the last being a short concluding interview, the viva voce, held after the essay is completed. Reflection is assessed through a 500-word reflective statement on the reflection and progress form (RPF) (IBO, 2025). The Extended Essay, together with TOK, can contribute up to 3 bonus points, and failing the EE (D is the minimum requirement) is a failing condition for the whole IB diploma. In the Diploma Programme, the EE is the prime example of a piece of work where the students have the opportunity to show knowledge, understanding and enthusiasm about a topic of their own choice.
- In brief, the Extended Essay is:
- Mandatory for all Diploma Programme students and optional for course students.
- Externally assessed and, together with the TOK grade, contributes up to three additional points towards the total score for the IB diploma.

- A piece of formally structured, independent writing about a topic chosen by the student in conjunction with a supervisor in the school, through the subject-focused pathway (one DP subject) or the interdisciplinary pathway (two DP subjects).
- Chosen from the list of available DP subjects for the examination session.
- An essay containing up to 4,000 words, accompanied by a reflective statement of no more than 500 words, which is written on the reflection and progress form (RPF).
- The outcome of approximately 40 hours of work by the student.
- Supervised for 3 to 5 hours including three mandatory reflection sessions, the third and final one being the viva voce, a concluding interview with the supervisor (IBO, 2025).
- A requirement for the Diploma: a student must achieve a grade D or higher to be awarded the Diploma.
- Preparation for the research-driven environment of university or college and other pathways beyond the Diploma Programme.

4) Objectives of the Extended Essay

- The objectives of the extended essay are to implement IB approaches to teaching and learning and offer students the opportunity to (the aims of the EE are to enable students to):
- • Engage in student-led academic research on a topic of personal interest.
- • Develop thinking skills
- • Develop research skills.
- • Develop communication skills
- • Develop self-management skills
- • Experience the excitement of intellectual exploration.
- • Reflect on the learning experience of doing an extended essay.

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5) Subjects, Pathways and Topics

You can write an EE in all subjects offered within the IBDP at ISE. However, it is highly recommended that students should choose a subject you are enrolled in. When choosing a subject, students must consult the list of available DP subjects published in the Diploma Programme Assessment procedures for the examination session in question. Students may follow either the subject-focused pathway (one DP subject) or the interdisciplinary pathway (two DP subjects); see section 7.1.

The subjects available are:

Group 1: Language A: English Literature
Group 2: Language B: Arabic
Group 3: Economics, Business Management
Group 4: Chemistry, Physics, Biology
Group 5: Mathematics: Analysis and Approaches
Group 6: Visual arts

7) Selection of Subject, Pathway and Supervisor

7.1 Selection of subject by students

Students choose a subject according to their interests and strengths. Three introductory sessions are given: (1) a general introduction to the EE; (2) the research skills needed (APA style, use of AI tools, academic integrity); (3) a detailed presentation (EE criteria, structure, reading exemplars, developing a good research question). After these sessions the EE Coordinator sends a form for students to register their subject.

The topic must be specific, focused and feasible within the 4,000-word limit, allowing in-depth analysis rather than a broad overview. Students are encouraged to select a subject, or combination of subjects, for which supervisors are available in the school. Subject teachers act as EE supervisors.

Pathways. Students choose between two pathways. In the *subject-focused* pathway the essay is set within one DP subject, ideally one the student is currently studying. In the *interdisciplinary* pathway the student integrates knowledge, concepts, theories, perspectives or methods from two DP subjects, and registers the essay under one of five frameworks: power, equality, justice; culture, identity, expression; movement, time, space; evidence, measurement, innovation; sustainability, development, change. Students should be studying at least one of the two subjects. Environmental systems and societies (ESS) and literature and performance are cross-disciplinary subjects and may be chosen only in the subject-focused pathway. A change of pathway or topic before settling is acceptable.

7.2 How supervisors are selected

Supervisors at ISE are selected by the EE Coordinator in consultation with the DP Coordinator and [Head of School/Principal], according to these criteria:

- the supervisor is an educator currently working at ISE;
- the supervisor ideally has expertise in the subject area(s) of the essay, but is primarily a guide and mentor: responsibility for the research and writing remains with the student, and guidance focuses on questioning, prompting, suggesting and recommending;
- for interdisciplinary essays, the supervisor teaches one of the two subjects or has access to guidance on both through the Coordinator and the IB support material;
- the supervisor has [experience of DP teaching and/or EE supervision, or has completed IB EE training];
- the supervisor's workload allows the recommended 3–5 hours per student: each supervisor is allocated a maximum of [number] students;
- allocation is balanced across departments, with subject availability taken into account; where no suitable supervisor exists in the school for a subject, students are advised to choose another subject.

The EE Coordinator keeps a record of approved supervisors, their subjects and their allocated students.

External mentors. Where possible, research is carried out under the direction of the ISE supervisor within the school. With the school's agreement, a student may research at an institute or university under an external mentor, who must receive the IB external mentor form and clear instructions on the permitted level of guidance. The student must still have an ISE supervisor, who alone conducts the reflection sessions and initials the RPF; the signed external mentor form is inserted in the appendix of the essay. If no ISE staff member can engage with the target language, an external supervisor may comment on one full draft and conduct the reflection sessions, and an ISE staff member attests the authenticity of the essay and RPF.

7.3 How supervisors are informed and supported

Supervisors are informed and prepared as follows:

1. Briefing meeting at the start of the EE cycle, led by the EE Coordinator and DP Coordinator, covering the requirements of the 2027 EE guide, this handbook, the two pathways, the supervisor's responsibilities (section 9), the three mandatory reflection sessions and the RPF, the one-full-draft rule, the assessment criteria and grade descriptors used for the predicted grade, the school timeline and deadlines, academic integrity and the permitted use of AI tools, and authentication of student work.
2. Written materials: this handbook, the relevant subject-specific or interdisciplinary chapter of the EE guide, recent examiner reports, and exemplar essays.
3. Training: supervisors new to the EE attend [IB workshop/internal training session] and are paired with an experienced supervisor ([mentoring arrangement]).
4. Student interests: after collecting student interest data, the EE Coordinator, in consultation with the DP Coordinator, holds a meeting with supervisors to inform them of students' interests and proposals.
5. Ongoing communication: timeline reminders before each reflection session, [termly] supervisor meetings, and monitoring of the supervision log and EE progress forms by the Coordinator. Supervisors know to raise concerns about authenticity, or about a student who needs support beyond what is permitted, with the Coordinator early.

7.4 Allocation of supervisors

Students submit a proposal containing their pathway, subject(s) (and framework, if interdisciplinary), a specific draft research question and basic research ideas (see section 26, Forms). The final allocation of supervisors is made by the EE Coordinator after reviewing proposals and supervisor capacity. Students meet their supervisor to agree a work plan once the supervisor has accepted.

8) Responsibilities of the EE Coordinator

At ISE, the EE Coordinator, [name], ensures that extended essays conform to the regulations in the Diploma Programme Assessment procedures. The Coordinator:

- ensures students align the subject(s) of their essays with the list of available subjects for the May or November session in question, as shown in the Diploma Programme Assessment procedures;
- ensures each student has an appropriate supervisor who is a member of staff within the school, and that school leadership understands who can and cannot be a supervisor;
- selects, trains and informs supervisors (see section 7);
- introduces, explains and supports the supervision and reflection process;
- provides supervisors and students with access to the guidance in the EE guide and the accompanying support material, including relevant exemplar extended essays;
- provides students and supervisors with a schedule of internal ISE events and deadlines for the EE;
- ensures the essay and the RPF are completed, authenticated and submitted to the IB through the eCoursework system by the deadline in the Diploma Programme Assessment procedures;

- ensures supervisors and students are familiar with the IB *Academic integrity policy* and *Effective citing and referencing*;
- explains to students the importance of the EE in the overall context of the Diploma Programme, including the requirement of a grade D or higher;
- explains to students that they are expected to spend up to 40 hours on their essay;
- arranges library support for students (research skills, evaluating sources, referencing);
- monitors timelines and the supervision log, and reports progress to the DP Coordinator and school leadership.

9) Responsibilities of the Supervisor

Supervisors must:

- hold three mandatory reflection sessions with each student, and be available for regular check-ins;
- record on the RPF the student's attendance at each of the three sessions, ensure the student completes the reflective statement on the RPF, and initial and date the completed form;
- advise students on research skills and methods suited to the pathway and subject(s), and discuss the choice of topic, pathway, approach and a focused, manageable research question;
- ensure students meet legal and ethical standards on health and safety, confidentiality, human rights, animal welfare and the environment;
- read and comment on one full draft only (no direct editing), after the interim reflection session and before the final reflection session;
- ensure the student hands in the final, clean version before the viva voce and makes no changes after it; read it and, with the viva voce, confirm its authenticity;

- support the Coordinator with submission of the essay and RPF through the IB eCoursework system;
- submit a predicted grade to the Coordinator/IB, based on the IB extended essay grade descriptors (supervisors do not mark the essay);
- report suspected academic misconduct, or a student who needs substantial support beyond what is permitted, to the EE or DP Coordinator.

Supervisors are strongly recommended to:

- read recent extended essay reports for the subject;
- spend between three and five hours with each student, including the three mandatory sessions;
- encourage the development of a Researcher's reflection space;
- set a clear schedule for the reflection sessions;
- ensure the chosen research question is appropriate for the subject;
- advise students on access to appropriate resources (people, library, laboratory), research methods, and how to cite and reference.

6) Extended Essay Due Dates

Timeline for Extended Essay: Class of 2026-2027

NOTE TO STUDENTS: Students submit a proposal (see section 7.4 and section 26) and the final allocation of supervisors is made by the EE Coordinator.

Available supervisors are as follows:

Mohamed Gamal (Physics)

Mahmoud Kasem (Chemistry)

Enas Ashour (Biology)

Shahinda Samih (Business Management)

Mohamed Galal (Mathematics: Analysis and Approach)

Michael Maher (English A: Literature)

Shoukry Mohamed (Arabic B)

Contact your chosen supervisor to arrange a time to meet to discuss your topic, draft, Viva Voce, etc. at least a week before each deadline. Check- in sessions do not have to be long – they may take just a few minutes. Formal reflection sessions are meant to be a bit longer – up to 20 minutes.

Steps in the process	**Dates**
Initial explanation of the EE process during EE Coordinators' classroom visits.	October (Week 1)
Extended Essay criteria and discussion concerning topic selection requirements	October (Week 3)
EE topic investigation	November (Week 1)
EE Coordinator directed research during EE lesson	December (Week 2)
Once students have selected a subject focus, they are required to review subject-specific sections of the EE Guide, read recent Examiner Reports in their subject of interest, and review at least one high scoring EE in their subject area.	January (Week 3 onward)
Topic Proposal & annotated bibliography due EE Coordinator	January (last week)
Students select the supervisors	February (Week 1)

Supervisor check in session #1 (Student EE Contract) Student will introduce themselves to supervisor (in person) and set up a meeting date for SM#1. Student must post brief a summary of the meeting on Google Doc (if there is no documentation, a zero will be given)	February (week 2)
Supervisor check in session #2 (Topic and Research Question) Sharing a specific topic for investigation and the question as a basis for RQ. Student must post brief a summary of the meeting on Google Doc (if there is no documentation, a zero will be given)	February (Week 4)
Supervisor check in session #3 (Research Question and Methodology) Refining RQ, plan for investigation, reviewing annotated bibliography. Student must post brief a summary of the meeting on Google Doc (if there is no documentation, a zero will be given)	March (Week 2)
First Formal Reflection Session to Enter on the RPPF. Student and supervisor will finalise RQ and make sure the student has a solid grounding of relevant critical context from which to begin writing paper. Submission of required reflection on RPPF Google Doc.	March (Weeks 3-4)
Optional check-ins with supervisor as needed.	Late March – Mid April
Submission of required reflection on RPPF Google Doc. (minimum 2,500 words including title page, citations, and updated bibliography); Arrange second formal reflection session with supervisor. Meet with your supervisor to discuss your progress on your initial writing stage. This meeting is designed to help set you up to complete the draft over the summer.	End of April-beginning of May

Second Formal Reflection Session to Enter on RPPF must be posted by this date. This reflection is a formal requirement from IBO must be uploaded on the RPPF form on Google Doc (if there is no documentation, a zero will be given).	June (weeks 2-3)

Work on Extended Essay independently.	Summer Junior Year
Senior Year	
First complete draft of EE must be uploaded to ManageBac. The first draft must include a title page, table of contents, page numbers, body of essay with parenthetical citations, reference page (APA), and appendices (if needed). Format your first draft as you would your final draft.	September (Week 2)
Supervisor check-in session #4 Review of tasks Main points to be discussed are as follows: organization, errors, and whether or not arguments made address the research question Discussion upon the supervisor's comments on the draft and ensuring that the student is ready to edit and revise the draft for the final version of the EE. Note: Students must post a brief summary of the meeting on Google Doc. (if there is no documentation, a zero will be given)	October (Week 1)
Supervisor check-in session #5 Analysis and Evaluation: The student must provide evidence from the research that supports analysis and evaluation offered.	November (Week 1)
Final version of the Extended Essay must be uploaded to Google Doc and turnitin.com**.**	November (Week 4)

Final EE Scores due by this date. Supervisors must complete a final scored one-page EE Rubric on ManageBac. NOTE: Students must contact supervisors for a final meeting which students will enter on the RPPF.	December (Week 3)
Supervisor check-in session #6 and Viva Voce **The purpose of this meeting is to present the candidate with an opportunity to reflect on his/her learning.**	January (Week 3)
Third and Final Formal Reflection Session to Enter on RPPF must be posted by this date**.**	January (Week 4)

11) Mandatory Reflection Sessions at ISE

Reflection at ISE is an ongoing process. The three mandatory reflection sessions are scheduled in the school calendar, which is shared with students at the beginning of the programme, and the same dates are sent as reminders later in the year. Each session is recommended to last 20–30 minutes. The supervisor prompts the student with questions about progress and helps set clear objectives, and the student keeps a record of the discussion. Each session is held in the supervisor's [room/online space] and is logged by the EE Coordinator. The supervisor records the student's **attendance** at each session on the reflection and progress form (RPF), which is shared with students at the beginning of [semester 2]. The student writes the 500-word reflective statement on the RPF after the viva voce.

The first reflection session is scheduled in [April], the interim session in [September] of the second year, and the final viva voce in [November].

- **First reflection session.** A dialogue between student and supervisor based on the student's initial explorations. Students are encouraged to bring examples from their RRS of initial topic exploration, possible sources and methods, preliminary research questions and their personal reactions to the issues. The supervisor discusses the requirements and assessment criteria, any ethical and legal implications, the choice of pathway, and next steps, including a timeline.
- **Interim reflection session.** A continuation of the dialogue in which the student shows the progress made, discusses challenges and possible solutions, and seeks advice. The RRS may include reactions to readings, progress against the timeline, a possible outline of arguments, and strategies used to overcome challenges. The supervisor may discuss a piece of the student's writing and advise on any amendment to the research question.
- **Final reflection session (viva voce).** A 20–30 minute interview held after the final version of the essay has been submitted to the supervisor, who has read it beforehand. It celebrates the completion of the essay and reflects on what the student has learned: the topic, the research process, the student's own learning, and the authenticity of the work. It is an important source of ideas for the reflective statement.

Check-in sessions (informal). The supervision process of 3–5 recommended hours includes the three formal reflection sessions plus regular check-in sessions. Students are encouraged to meet their supervisor between (and in addition to) the formal sessions. Frequency and duration depend on the needs of the student and the requirements of the supervisor. A check-in may be a 10-minute discussion of a timeline or a comment from the supervisor, or a longer discussion of a particular issue such as access to resources. Check-ins are not part of the formal reflection process and need not be recorded on the RPF, but they form an important part of supervision and are noted on the ISE EE progress form.

7) Award of Diploma Points– the roles of the Extended Essay and TOK

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. Both the extended essay and theory of knowledge are measured against published assessment criteria. According to the quality of the work, and based on the application of these assessment criteria, a student's performance in each of the extended essay and theory of knowledge will fall into one of the five bands previously described in the criterion for each assessment. The total number of points awarded is determined by the combination of the performance levels achieved by the student in both the extended essay and theory of knowledge according to the following matrix.

Extended Essay / Theory of knowledge	**Grade A**	**Grade B**	**Grade C**	**Grade D**	**Grade E**	**No grade N**
Grade A	3	3	2	2	Failing condition	Failing condition
Grade B	3	2	2	1	Failing condition	Failing condition
Grade C	2	2	1	0	Failing condition	Failing condition
Grade D	2	1	0	0	Failing condition	Failing condition
Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

3) Major Steps in the Research Process

(Adapted from IBO, Extended essay guide, 2025, pp. 81–82. The order of events may vary.)

1. **Decide on the broad topic area.** Choose a broad topic of personal interest, decide on a pathway (subject-focused or interdisciplinary), connect a DP subject or subjects to the topic and, if appropriate, use the interdisciplinary frameworks to shape the inquiry. Read the assessment criteria, the relevant subject-specific or interdisciplinary guidance and the relevant policies, such as the ethical guidelines.

2. **Develop a topic of personal interest.** Narrow it to be focused and achievable in 4,000 words, reflect on what is known or needs to be known, and order subtopics logically.

3. **Carry out a preliminary investigation.** Place the topic within a disciplinary or interdisciplinary context, review the literature, do other preliminary research and consult experts.

4. **Construct a research question.** Make it focused, higher-order (leading to analysis rather than description) and motivating, and be prepared to amend it as the research moves forward.

5. **Plan the research.** Set up the RRS, develop a timeline that includes ISE deadlines and the three mandatory reflection sessions, and decide on the research methods that best answer the question.

6. **Apply the research methods.** Gather information, balance primary and secondary sources, and research ethically with academic integrity.

7. **Compile and organize information.** Sort, filter and organize it into manageable amounts, and set aside peripheral material in case the research question changes.

8. **Analyse, interpret, evaluate and synthesize the findings.** Always refer back to the research question, and make sure the line of argument is supported by evidence.

9. **Write the conclusion.** Relate it to the research question and the line of argument, synthesize rather than summarize, and introduce no new ideas.

10. **Review and edit the final essay.** Check that the essay flows, follows the structural conventions of the subject(s), and has complete, accurate citations and references.

14) Four Steps to Developing a Research Question

1. **Confirm a focused topic** of personal interest connected to the chosen DP subject(s).

2. **Carry out a preliminary investigation.** Ask: What has already been written about this topic? Is it easy to find sources? Is there a range of resources, views or perspectives? What interesting questions are emerging from my reading?

3. **Consider and evaluate emerging questions.** Brainstorm open-ended questions, usually framed with "how", "why" or "to what extent", and evaluate them: is each *clear* (will the reader understand the nature of the research?), *focused* (specific enough for the word count and time available?) and *arguable* (does it allow analysis, evaluation and a reasoned argument?).

4. **Choose and refine the question and consider research outcomes.** Suggest possible outcomes, outline the kind of argument the findings might support, and consider options if the available sources cannot sustain an essay of the depth required.

The research question must be framed as a question, not a hypothesis or a statement of intent. It should be clearly stated and focused, open to amendment, and invite critical examination, analysis, evaluation and synthesis rather than description. A change of direction, whether a slight rewording or a new topic, is acceptable and supported by the supervisor. The IB cannot comment on the suitability of a student's research question, because developing an appropriate one is part of the assessment.

8) Sample research questions:

The following table gives guidance on the difference between unclear and unfocused research questions and those that are appropriately clear and focused, lending themselves to in-depth research. (Taken from ib.org)

Unclear, unfocused, and unarguable research questions	Clear, focused, narrow research questions lending themselves to in-depth research
What was the impact of Ho Chi Minh's allegiance to Lenin?	To what extent was nationalism the guiding factor in Ho Chi Minh's adoption of Leninism in 1920?
What is the history of Chinese theatre?	How does the legacy of Mei Lan Fang contribute to modern Jingju?
How important is chlorophyll to plant life?	What is the effect of different concentrations of kinetin on leaves ageing and the biosynthesis of chlorophyll?
How can the US government's spending policy be reformed?	To what extent did the rising COE prices affect the demand for new and used cars by the consumer population and hence affect the revenue generated by the Singaporean economy for the period 2012–16?

What the IB Says about the EE Research Questions:

"With every year passing it becomes increasingly evident that the connection between the quality of the Research Question and the quality of the essay is a key issue; the clearer the question, the clearer the paper."

(EE 2014 subject report)

Sample Research Questions from Real Extended Essays:

- What does Joseph Conrad's portrayal of light and dark in Heart of Darkness and "The Lagoon" reveal about his views on European imperialism in the 19th century? **(Literature)**
- To What Extent is Cognitive Behavioural Therapy, as an addition to traditional pharmacotherapy necessary for the successful treatment of Schizophrenia? **(Psychology)**
- To what extent did the film industry and the formation of the Hollywood blacklist affect communism and the public perception of it in the 1940s and 50s? **(Film)**
- What is the efficiency of traffic in the network of hallways of Richard Montgomery High School? **(Math)**
- To what extent has the subsidy that was introduced in 2016 for hybrid electric vehicles led to a rise in demand for domestic car producers in Baden Württemberg? **(Economics)**
- How does the addition of salt (NaCl) which modifies the salinity affects the interfacial tension and stability of oil-in-water emulsion? **(Chemistry)**
- How has the fusion of Neo-Confucian values and Westernization contributed to the cultural acceptability of plastic surgery in South Korea? **(World Studies)**
- How does temperature affect the frequencies produced by a guitar? **(Physics)**
- How do the musical styles of the cool jazz period presented in Miles Davis' album "Kind of Blue" influence the fusion jazz genre? **(Music)**

Examples of helpful questions about the RQ:

1) What is your text/topic?
2) What is your rationale for this choice?
3) What research have you done/can you do for this text/topic?
4) Is it contestable?
5) Can it be supported with textual evidence?
6) Does it ask the reader to think/rethink?
7) Does it require analysis, discussion, interpretation, and evaluation?
8) Is it clearly phrased and sharply focused?
9) Can it be effectively treated within the word limit?

Below is a list of common question starters that may help you formulate your own Research Question.

1) How important/significant…
2) How successful…
3) How reliable…
4) To what extent…

5) What is the influence of…
6) Which factors played…
7) What is the effect/impact of…

9)Academic Honesty

Academic honesty means performing one's own academic work without resorting to a course of action that involves plagiarism, cheating, lying, tampering, stealing, receiving unauthorised and unfair help from another person.

Understanding Academic Honesty (ib.org)

The IB upholds principles of academic honesty, which are seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment.

Malpractice vs. Academic misconduct

MALPRACTICE

• The IB defines malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.

ACADEMIC MISCONDUCT

• The IB defines academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment.

Plagiarism: this is defined as the representation, intentionally or unwittingly, of the ideas, words, or work of another person without proper, clear, and explicit acknowledgment.

Breaches to IB regulations

• Plagiarism

• Collusion

• Taking unauthorised material into an examination room

• Stealing examination materials

• Disruptive behaviour during examination

• Disclosure of information about the content of an examination paper within 24 hours after a written examination

https://www.ibo.org/contentassets/71f2f66b529f48a8a61223070887373a/academic-honesty.-principles-into-practice---celina-garza.pdf

Academic integrity in the extended essay

Research practices must reflect the principles of academic integrity. The essay must be authentically the student's own work, with any help clearly acknowledged. Readers must be able to distinguish the student's work from other people's through citations, footnotes and entries in the reference list and bibliography, and word-for-word quotations must appear within quotation marks or as indented paragraphs. Students report their research and findings fully and accurately, and never fabricate data or quotations. Students should cite while writing, and use the RRS to note whether each entry is their own thought, a quotation, a paraphrase or a summary, with full source details.

- **Collusion** (cooperating with other students on work submitted for assessment) is not permitted. Discussing ideas is fine, but the work must be the student's own.
- **Own work.** Services that edit or write the essay are not allowed. The supervisor may comment in writing only on one full draft, and students do their own proofreading.
- **AI tools.** Using AI to write an essay presented as the student's own is dishonest. AI-generated material may be treated as one resource, always acknowledged and cited, and checked against other sources; conventional search engines are better for the investigation stage. See Appendix 6 of the IB *Academic integrity policy* and the ISE policy: [reference to ISE policy].
- **Double-dipping.** The same content cannot be used in the EE and in another DP assessment component, such as an internal assessment; the EE needs a substantially different angle and focus.

Breaching IB regulations on academic integrity or ethical research puts the diploma at risk, and failure to comply is treated as a potential breach of IB regulations. See the IB *Academic integrity policy* and *Effective citing and referencing*.

10)Helpful Tips for the Extended Essay

1. Do not procrastinate. Use the Researcher's Reflection Space to plan, write ideas, thoughts, links, notes, reminders, etc.

2. Though only three meetings with your supervisor are required, make sure you use them to discuss your progress or any questions that may arise.

3. Save your notes and work from every stage of this process.

4. If you are confused about something, contact your teacher or supervisor promptly.

5. Do not solely rely on electronic sources; books are equally useful and valuable.

7. The Extended Essay takes time and requires patience. The research process is not always plain sailing. Students must overcome a number of obstacles, including the sources that are difficult to find, conclusions that might not be what one expected, and the information that is not easy to synthesise.

11) Preparing to Write the Draft of the Extended Essay

Writing the extended essay

There are six required elements of the extended essay (not necessarily written in this order).

1. Title page
2. Contents page
3. Introduction
4. Body of the essay
5. Conclusion
6. Reference list or bibliography, citations, referencing (see sections 18 and 19)

Title page

The title page should contain only the following information:

- the student code
- research question
- subject for which the essay is registered (the DP subject for a subject-focused essay; the two DP subjects and the interdisciplinary framework for an interdisciplinary essay)
- word count. If footnotes are used for anything other than referencing, the stated word count must include them, with the statement "the stated word count includes explanatory footnotes".

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

Please note: Examiners are instructed not to read or assess material in excess of the limit. Essays over 4,000 words are negatively affected across all assessment criteria, so a full draft over the limit must be edited down. Students should ensure that they remain within the word limit and should edit accordingly.

Please note:

The name of the student , supervisor or school should not appear anywhere in the submitted file; the student code is used instead. The work is assessed anonymously.

Contents page

Each extended essay must begin with a content page, and all pages should be enumerated.

Introduction

The aim of the introduction is to present the topic of the essay, state- in a clear and precise manner- the research question, and explain its significance, i.e., why the research question merits our attention and the way it relates to the subject. Furthermore, the introduction should present the method of investigation used to support a particular idea or view and sources to be used. In other words, the introductory part sets the academic tone and context for the extended essay. It tells the reader what to expect: the focus of the essay, the scope of the research, an indication of the sources to be used and an insight into the line of argument. It is often better to write or revise it once the body is complete.

Acknowledgements or dedications page

An acknowledgements or dedications page is permitted but optional; it is not counted or assessed and must contain no identifiers.

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

The body of your extended essay should be between eight to eighteen pages long (depending on the topic). The body of the EE can be separated into several parts. For example, if the student is conducting an experiment, the EE body will have a structure that is aligned with the scientific method, namely stating the research question, discussing the method, presenting the evidence/data, analysing the data, explaining possible obstacles or uncertainties, and drawing a conclusion or evaluating the experiment in terms of its success or failure.

The body presents a reasoned argument supported by relevant evidence, with sub-headings where they help, following the structural conventions of the subject(s) used.

Note that any information that is crucial for the argument must not be included in appendices or footnotes/ endnotes, because examiners are not required to read them.

Conclusion

- The conclusion of the EE should:
- • Stress the importance and provide an answer to the research question, without repeating it verbatim
- • Provide a sense of closure
- • Summarise the main points of the essay and reflect on the research
- • State what has been accomplished along with weaknesses and limitations of the research, and note unresolved questions
- • Explain how the EE connects to broader, global issues
- • Leave a lasting impression on the reader
- • End with a final, summative conclusion that relates to the research question
- The conclusion of the EE should not:
- • Introduce new ideas
- • Add irrelevant details to make the essay longer

Presentation

The essay should be written clearly and formatted as follows:

- 12-point font;
- 1.5 line spacing (this helps examiners marking on screen);
- page numbering (mandatory), starting with the first page after the contents page;
- anonymity: no student, supervisor or school name anywhere in the file;
- file size smaller than 10 MB (optimize embedded images if needed); the RPF is uploaded separately and is not part of this size.

Sources in other languages

Quotations from sources in another language are given in translation in the body, with the original in a footnote (not counted in the word count). Where no official translation exists, the student translates the text with the supervisor's help. Reference list entries stay in the original language of the source, with a brief summary (title, author, focus and other relevant details) in the language of the essay where no official translation exists.

-

Bibliography, Citations, Referencing

Bibliography

A bibliography is an alphabetical list of every source used to research and write the essay. A bibliography is an alphabetical, detailed list of references cited in your work, plus the background readings or other material that you may have read, but not actually cited.

A **reference list** includes only the sources cited in the body of the essay, whereas a **bibliography** lists all the sources consulted in any way during the research, whether or not they are cited. Students include [a reference list / a bibliography], as directed by ISE, with entries listed alphabetically in APA style.

Citations

A citation is a quotation from or reference to a book, paper, or author, especially in a scholarly work. A citation enables the reader to check references so that he or she can locate the source easily.

Referencing

A reference is a way of informing the reader about the source of information that has been obtained. References are important because:

- They acknowledge the sources used
- They enable the reader to consult and verify the data that has been presented.

References, given whenever another person's work is quoted or even summarised, can come from various sources, such as books, newspapers, journals, magazines, interviews, emails, and internet sites.

Students are not expected to be faultless, but all sources, including paraphrased and summarized ones and crucial audiovisual material, graphs, images and data that are not their own, must be acknowledged, and quotations must be clearly marked.

Online materials. References should include the title, the web address, the date accessed and, if possible, the author. The IB requirement for date-stamping supersedes the chosen system: all electronic sources must include the date accessed (for example, accessed 12 March 2026). Take care with websites that give no references or cannot be cross-checked; the more important a point is to the essay, the more its source

quality must be evaluated. Students should know appropriate search engines to use and should not rely exclusively on internet sources.

12) Extended Essay: Citation Style

There are a number of different styles available for use when writing research papers, the most common ones being MLA and APA. The style that will be applied at ISE is MLA in both the initial stages of notetaking and the final draft of the essay. This practice reduces the opportunities and temptation to plagiarise.

The IB requirements include:

- name of author
- date of publication
- title of source
- page numbers (print sources only)
- date of access (electronic sources only)
- URL.

Any references to interviews should state the name of the interviewer, the name of the interviewee, the date, and the place of the interview.

For more detailed information on styles for citations and referencing please refer to:

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_quotations.html

Please refer to the following table 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

13)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.

Specimen materials

Specimen materials used in, or produced by, investigations do not form part of the extended essay and must not be submitted. Photographic evidence may be submitted in place of such material.

14)Extended Essay Outline

Writing the extended essay -

The structure of the essay is very important.

-There are six required elements of the final work to be submitted. (Please note that the order in which these elements are presented here is not necessarily the order in which they should be written).

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.

• word count.

An important note: Name of the student or the school should not appear on the title page or on any page headers.

The title of your essay should be a clear, focused summative statement of your research, It should not be phrased as a research question.

Contents page:

A contents page must be provided at the beginning of the extended essay and all pages should be numbered. 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, referring to the sources to be used. (It is better to write the introduction after finishing the essay).

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

The main task is writing the body of the essay, the form of this varies with the subject of the essay, but it should be clear to the reader. -sub-headings within the main body of the essay will help the reader to understand the argument.

Conclusion

it is important that there is a final, conclusion at the end including notes of any questions that have not been resolved. 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.

Presentation

The extended essay should be written in a clear, To help achieve this, the following formatting is suggested.

• the use of 12-point, readable font

• double spacing

• page numbering

• no candidate, supervisor, or school name on the title page, page headers, appendices or acknowledgment pages

• the file size must not be more than 10 MB. (Note that the RPPF is uploaded separately and is not part of the overall file size of the essay.) Word counts The upper limit is 4,000 words for all extended essays.

Please note: Examiners are instructed not to read or assess any material in excess of the word limit.

15)Assessment Criteria for the Extended Essay

Total marks available: 30

All extended essays are externally assessed by IBO examiners. The same generic criteria apply to subject-focused and interdisciplinary essays. Criteria A–D are applied to the whole essay; **Criterion E is applied only to the reflective statement on the RPF**. Examiners mark positively and use a best-fit approach. If work does not reach the standard of the descriptors, 0 marks are awarded for that criterion.

The following is a general overview and is intended to help you understand each criterion in terms of what should be included in the extended essay to achieve the highest level. For the more specific criteria intended for your particular subject you must look at the subject specific guidelines in the Extended essay guide (subject-specific or interdisciplinary chapter).

Criterion	Focus	Marks
A: Framework for the essay	Research question, research methods, structure	6
B: Knowledge and understanding	Knowledge, terminology, concepts	6
C: Analysis and line of argument	Analysis, line of argument	6
D: Discussion and evaluation	Discussion, evaluation	8
E: Reflection	Evaluative reflection, growth and transfer of learning	4
Total		**30**

Criterion A: Framework for the essay – *Do the research question, research methods and structural conventions provide an effective framework for the essay?*

- 1–2: the research question is stated but lacks relevance, clarity or focus; methods are used but mostly unsuitable; structural conventions are present but do not support communication.

- 3–4: the research question is relevant and clear but only partially focused; methods are mostly suitable, explained and applied with partial effectiveness; conventions support some aspects of communication.
- 5–6: the research question is relevant, clear and focused; suitable methods are explained and applied effectively; conventions effectively support communication of the research.

Criterion B: Knowledge and understanding – *Does the student demonstrate knowledge and understanding of the subject matter used in the research?*

- 1–2: research materials establish knowledge but lack relevance; terminology is limited or inaccurate; concepts are identified but not relevant or only superficially explained.
- 3–4: relevant materials establish some knowledge; some relevant terminology is used accurately; some relevant concepts are explained and used with partial effectiveness.
- 5–6: comprehensive, relevant materials establish knowledge; terminology is used accurately and consistently; relevant concepts are explained and used effectively.

Criterion C: Analysis and line of argument – *Does the student analyse the information presented and produce a coherent line of argument?*

- 1–2: the essay is descriptive rather than analytical; only a partial line of argument is present.
- 3–4: analysis is partially effective and produces some relevant findings; a partially consistent line of argument links the research question, findings and conclusions.
- 5–6: analysis is effective and consistently produces relevant findings; a clear, sustained line of argument links the research question, findings and conclusions.

Criterion D: Discussion and evaluation – *Does the student discuss the findings and evaluate the essay? Evaluation is integrated throughout the essay, not set in a separate section.*

- 1–2: the significance of the findings is described without reference to evidence; a partial evaluation is present but strengths and limitations are not stated.

- 3–4: a partially balanced discussion is sometimes supported by appropriate evidence; some strengths and limitations are stated.
- 5–6: a balanced discussion is often supported by appropriate evidence; relevant strengths and limitations are described.
- 7–8: a balanced discussion is fully supported by appropriate evidence; relevant strengths and limitations are explained.

Criterion E: Reflection – *Does the student evaluate the effect of the extended essay learning experience on them as a learner? Two strands, each scored 1–4: how evaluative the reflection is, and the evidence of growth and transfer of learning.*

- 1: the reflection is descriptive; growth is limited to describing the process, with no evidence of transfer of learning.
- 2: descriptive with some specific examples; sometimes shows growth and transfer of learning.
- 3: partially evaluative with specific examples; often shows growth and transfer of learning.
- 4: consistently evaluative with specific examples; consistently shows growth and transfer of learning.
- If the RPF is blank, not submitted, or written in a language other than that of the essay, Criterion E is awarded 0.

Assessment objectives. The criteria assess four objectives: knowledge and understanding (of the topic, research question, terminology, concepts and research methods); application and analysis (applying methods and analysing the research to determine findings); synthesis and evaluation (balanced discussion of the significance of findings, a clear line of argument, evaluation of the essay and of the learning experience); and communication of research (structural conventions and academic integrity).

Predicted grades. Supervisors do not mark the essay. They submit a predicted grade based on the IB extended essay grade descriptors (grades A–E), and use the criteria to guide students.

Full descriptors: IBO, Extended essay guide (2025).

Reflection in the Extended Essay

Reflection is the activity through which students recapture their experience and think about its impact on them as learners, including how they will transfer the skills and lessons learned to future studies, careers and life. At ISE, reflection happens at three levels: informal, ongoing reflection in the researcher's reflection space (RRS); three formal reflection sessions with the supervisor; and a 500-word reflective statement written at the end of the process on the reflection and progress form (RPF). Attendance at the three sessions is recorded on the RPF. The reflective statement is assessed under Criterion E (Reflection), which asks whether the student evaluates the effect of the extended essay learning experience on them as a learner.

Researcher's reflection space (RRS). Use of the RRS is strongly recommended, though not mandatory. It is a personal learning environment, physical or digital, where students record what they are reading, writing and thinking, their responses to artefacts and class discussions, brainstormed ideas and emerging questions. It helps students prepare for reflection sessions, supports academic integrity (see section 16) and is an excellent source for the reflective statement.

In critically reviewing your engagement in the research process, it might help to think in terms of three levels of reflection: descriptive, analytical, and evaluative reflection. The table below gives examples of guiding questions to help with this. They are not exhaustive.

Level of reflection	Example of the kinds of questions students may have asked and answer ed of themselves
Descriptive	·What did I do? How did I undertake my research? · What were the problems I faced? Did my approach or strategies change throughout the process? · What have been the high and the low points of the research and writing process?

Analytical	Do I consider my research to be successful? If I changed my approach or strategies during the process, why did I do this? What did I learn from the experience in terms of my understanding of the subject area and/or the skills needed to undertake research? · How has my understanding of the topic and research process developed throughout the task?
Evaluative	If I were to undertake this research again, would I do it differently—if so, why, or why not? What has affected this? If I did do the research again, would I change the theories applied or the methodological approach? Would this have led to a different outcome? What can I conclude from this? Were the strategies I used for undertaking my research the most appropriate for achieving my outcomes? Did any questions arise during my research that were not expected? Would I do things in a different manner if I were to undertake the research again?

16) Extended Essay: Responsibilities of Students

- As the EE is a substantial component of the Diploma Programme, students must understand the expectations of the task and manage their time and workload.
- • Choose a pathway and subject(s) from the list of DP subjects available for the session, then a topic. See Diploma EE Coordinator for details.
- • Ensure that the starting point for your essay is a subject that is available.
- • Observe the regulations with regard to the extended essay, including the IB's Ethical Guidelines.

- Read and understand the subject-specific guidelines for the subject in which you intend to complete your EE, including the interpretation of the assessment criteria.
- Plan a schedule for both the researching and writing of your EE, including extra time for delays and unforeseen problems.
- Plan how, when and where you will find material and sources for your essay before deciding on the final topic and research question. Record sources as your research progresses using your Researcher's Reflection Space rather than trying to reconstruct a list at the end.
- Carefully reflect on the reasons for your choice of subject, followed by a topic, and then think carefully about the research question for your essay. Reflect on any changes that you make to these throughout the EE process.
- Meet all internal deadlines set by your school in relation to the EE.
- Understand concepts related to academic honesty, including plagiarism and collusion, for example, and ensure that you have acknowledged all sources of information and ideas in a consistent manner. This also includes understanding the implications of a breach of these. Act promptly on the advice of those supporting the EE process to avoid difficult discussions. The essay must be your own work and cannot reuse content submitted for another DP assessment.
- Record evidence of regular research and learning on your informal Researcher's Reflection Space on Managebac then actively use evidence from this to prepare for, and discuss in, reflection sessions, and share excerpts with your supervisor.
- Make the most of Supervision and reflection sessions by arriving prepared to discuss your work.
- Arrange and attend three mandatory reflection sessions with your supervisor, the last of which is the viva voce. Record the discussion points and further actions on Managebac; your supervisor records your attendance at each session on the RPF.
- Record your formal reflections on the Reflection and Progress Form (RPF): write the 500-word reflective statement after the viva voce, for assessment under Criterion E (Reflection).

- Have a clear structure for the essay before beginning to write.
- Check and proofread the final version of your extended essay.
- Make sure that the version that you submit for assessment is the final version with all sources correctly and consistently referenced.
- Ensure that all requirements are met.

25) Forms

IB DP Extended Essay Proposal Form

1. **Pathway and subject(s):** subject-focused or interdisciplinary; the DP subject(s); the interdisciplinary framework (interdisciplinary only):
2. **Research question (draft)** *(can be revised later, but should guide early research)*:
3. **Rationale / why did you choose this topic?** *(explain your interest and why it is worth researching)*:
4. **Preliminary primary and secondary sources** *(books, articles, websites or people you may consult)*:
5. **Suggested table of contents:**

EE Progress Form

Meeting – Date	Progress	Formal / check-in	Name

Reflection and progress form (RPF)

- The RPF is the IB's official form, found on the IB extended essay website (Home > In practice > Reflection and progress form). The Coordinator sets up a system so students and supervisors can access it and it cannot be tampered with.
- It records attendance at the three mandatory reflection sessions (month and DP year chosen from drop-down options) and holds the student's reflective statement of up to 500 words.
- It must be completed in the language of the essay. A blank, unsubmitted or wrong-language RPF means 0 for Criterion E.
- The supervisor initials and dates the completed form, and it is uploaded to the IB eCoursework system with the essay; the upload represents authentication of the student's work.

26) Reference

International Baccalaureate Organization. (2025). *Extended essay guide* (first assessment 2027; published February 2025, updated May and August 2025). International Baccalaureate Organization.