



Астана
«Білім-Інновация»
лицей-интернаты



Extended Essay

ASTANA BILIM-INNOVATION LYCEUM FOR GIFTED BOYS

Astana Bilim – Innovation boarding lyceum for boys is a candidate school for the DP. This school is pursuing authorization as an IB World School. IB World Schools share a common philosophy- a commitment to high-quality, challenging, international education- that we believe is important for our students.*

** Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted.*

For further information about the IB and its programmes visit <http://www.ibo.org>.

Description of the process of the supervision of extended essays in Bilim-Innovation lyceum for gifted boys

1. General Requirements

The **Extended Essay (EE)** is an essential component of the **International Baccalaureate (IB) Diploma Programme**, designed to develop students' independent research and academic writing skills. The EE process begins with an introductory orientation session, during which students are introduced to the philosophy, aims, and key requirements of the extended essay. At this stage, students learn the importance of selecting a clear and focused research question that aligns with their personal interests and chosen subject area. In the following stage, students participate in dedicated workshops aimed at refining their research proposals and developing appropriate and effective methodologies. These sessions support students in structuring their investigation and planning their research strategically. Throughout the EE process, each student is assigned a supervisor (a teacher), who provides academic guidance and support. The supervisor ensures that the research is conducted systematically and that the principles of academic integrity are upheld at all stages of the investigation.

1.1 **Compulsory Participation:** All students pursuing the IB Diploma must complete an Extended Essay.

1.2 **Research Question:** Students must formulate a focused research question that aligns with one of the six approved subject groups:

- Mathematics
- Sciences
- Language and Acquisition
- Studies in Language and Literature
- Individuals and Societies
- Arts
- World Studies

1.3 **Word Limit:** The essay must not exceed **4,000 words**, excluding appendices and references. This limit encourages concise and focused writing.

1.4 **Supervision:** Each student is assigned a supervisor who provides guidance throughout the research process. Regular meetings are required to discuss progress and refine the research question.

1.5 **Reflection Process:** Students must engage in a structured reflection process documented through the **Reflections on Planning and Progress Form (RPPF)**. This includes interim reflections during the research phase and a final reflection known as the viva voce.

1.6 **Assessment Criteria:** The EE is externally assessed based on specific criteria, including focus and method, knowledge and understanding, critical thinking, presentation, and engagement with the research question. A **minimum grade of D** is required to be eligible for the IB diploma.

1.7 **Academic Integrity:** Students must adhere to strict academic integrity policies, including proper citation practices to avoid plagiarism. Understanding these policies is essential for maintaining ethical standards in research.

1.8 **Submission Requirements:** The final essay must be submitted by specified deadlines set by the school. Late submissions may result in penalties or disqualification from receiving an IB diploma.

2. Responsibilities of Participants in the EE Process

| Role | Responsibilities |
|------------------------------|---|
| Students | <ul style="list-style-type: none"> • Topic Selection: Identify a research topic that is both interesting and feasible within the chosen subject area. • Research Question: Formulate a clear and focused research question that guides their investigation. • Engagement with Supervisor: Actively engage with their supervisor through scheduled meetings and informal check-ins to discuss progress and receive feedback. • Reflection: Complete the Reflections on Planning and Progress Form (RPPF) at designated stages, documenting their learning journey and insights gained during the research process. • Drafting and Submission: Write the essay, adhering to the 4,000-word limit, and submit it by the specified deadlines while ensuring proper citation practices to uphold academic integrity. • Final Presentation: Participate in the viva voce, a concluding interview with the supervisor to reflect on their research experience. |
| Supervisor | <ul style="list-style-type: none"> • Guidance and Support: Provide advice on research methodologies, topic selection, and formulating a focused research question without doing the work for the student. • Monitoring Progress: Schedule and conduct at least three formal meetings with the student throughout the EE process, including a concluding viva voce. • Documentation: Sign off on the RPPF forms after completion by the student, confirming that they have met with them and discussing their progress. • Academic Integrity Oversight: Ensure that students understand and adhere to IB academic honesty policies, reporting any instances of academic misconduct to the Diploma Programme Coordinator. |
| EE Coordinator | <ul style="list-style-type: none"> • Program Management: Oversee the entire EE process within the school, ensuring compliance with IB regulations and guidelines. • Training Supervisors: Provide training for supervisors on EE requirements, assessment criteria, and best practices for supporting students. • Resource Provision: Ensure that both students and supervisors have access to necessary resources, including the Extended Essay guide and relevant training materials. • Setting Deadlines: Establish internal deadlines for various stages of the EE process to help students manage their time effectively. |
| School Administration | <ul style="list-style-type: none"> • Policy Implementation: Support the EE program by implementing school policies that align with IB standards for academic integrity and student support. • Communication: Facilitate communication between students, supervisors, and coordinators to ensure everyone is informed about expectations and deadlines. |

3. Assessment Criteria

Criterion A: Focus and Method (6 points)

- Evaluates the clarity and relevance of the research question and appropriateness of chosen methodology.

- Students must demonstrate a clear understanding of their topic while maintaining focus throughout their essay.

Criterion B: Knowledge and Understanding (6 points)

- Assesses students' knowledge of their subject area related to their research question.
- Students should effectively use relevant terminology and integrate their findings with existing knowledge.

Criterion C: Critical Thinking (12 points)

- Evaluates students' ability to analyze, evaluate, and synthesize information from various sources.
- Students are expected to engage critically with their research, considering different perspectives.

Criterion D: Presentation (4 points)

Organize your essay logically with clear sections (introduction, body, conclusion). Each section should flow smoothly into the next.

Tips for Success:

- Create an outline before writing to organize your thoughts and ensure a logical flow of ideas.
- Use headings and subheadings to help guide the reader through your essay.
- Proofread your work multiple times to catch any errors in spelling, grammar, or formatting.

Key Elements of Presentation

1. Structure

Logical Organization: The essay must be organized in a coherent manner that aligns with the conventions of academic writing. This typically includes:

Title Page: Should include only the title of the essay (not in question form), the research question (in question form), the word count, and the subject for which the essay is registered. Do not include candidate numbers, names, or school information.

Table of Contents: A clear table of contents should be included, listing all major sections and their corresponding page numbers.

Main Sections: The essay should be divided into clear sections:

Introduction: Introduces the research question and outlines the purpose and scope of the essay.

Body: Contains the main arguments, analysis, and discussion. Use headings and subheadings where appropriate to enhance clarity.

Conclusion: Summarizes findings and addresses the research question.

References/Bibliography: A complete list of all sources cited in the essay.

2. Layout

Font and Size: Use a standard font such as Times New Roman or Arial, size 12. The text should be double-spaced to enhance readability.

Margins: Standard 1-inch margins on all sides are recommended.

Page Numbers: Include page numbers on every page except for the title page.

Headings and Subheadings: Use headings to organize content effectively. Ensure they are informative and relevant to the sections they represent.

3. Illustrative Materials

Tables, Graphs, and Images: If applicable, include tables, graphs, or images that are relevant to your research. These should:

- Be clearly labeled and referenced within the text.
- Include captions that explain their relevance to your argument or findings.
- Be of high quality (clear and legible).

4. Referencing

Citation Style: Use an appropriate citation style (e.g., MLA, APA, Chicago) consistently throughout your essay. Ensure that:

- All sources are cited correctly in-text and in the bibliography.
- Include necessary details such as author names, publication dates, page numbers for print materials, URLs or DOIs for online sources, and access dates where applicable.

Academic Integrity: Adhere strictly to academic integrity guidelines; improper citation can be considered academic misconduct.

5. **Word Limit**

The Extended Essay must not exceed 4,000 words. Exceeding this limit may result in penalties across all assessment criteria. Only content within the word limit will be assessed; anything beyond will not be considered by examiners

Criterion E: Engagement (6 points)

Reflection on Process: Document your reflections throughout the research process using the Reflections on Planning and Progress Form (RPPF). Discuss what you learned, challenges faced, and how you overcame them.

Viva Voce Participation: Prepare for the final interview with your supervisor by reflecting on your research journey. Be ready to discuss key insights gained from the process.

To maximize scores under Criterion E, consider the following strategies:

Regular Reflection: Engage in consistent reflection throughout your research process. This should not be limited to formal meetings; maintain a reflective journal to note insights, challenges, and changes in direction.

Depth of Reflection:

Move beyond mere description of activities. Analyze your experiences by considering:

- What you learned from your successes and failures.
- How your understanding of the topic evolved.
- The strategies you employed to overcome challenges.

Use guiding questions to structure your reflections effectively:

- What were my initial expectations, and how did they change?
- What resources were most helpful, and why?
- How did I adapt my approach based on feedback from my supervisor?

Incorporate Approaches to Learning (ATL): Discuss specific ATL skills you utilized during your research (e.g., critical thinking, communication). Provide concrete examples of how these skills aided your progress or helped you overcome obstacles.

Engagement with Feedback: Reflect on the feedback received from your supervisor during meetings. Consider how this feedback influenced your research direction or methodology.

Personal Growth: Address personal development aspects, such as how the EE process has shaped your skills or perspectives. Discuss attributes from the IB learner profile that contributed to your success.

Common Pitfalls to Avoid

Superficial Reflections: Avoid merely summarizing what was done without analysis. Reflections should be insightful and demonstrate critical thinking.

Neglecting Supervisor Feedback: Failing to incorporate supervisor comments into reflections can lead to missed opportunities for growth and improvement.

Inadequate Documentation: Ensure that all reflections are documented properly in Managebac. A missing or incomplete RPPF can result in a score of zero for this criterion.

4. Structure of the EE

The Extended Essay (EE) is a critical component of the International Baccalaureate (IB) Diploma Programme, requiring students to engage in independent research on a topic of their choice. The essay must adhere to specific structural and technical requirements to meet IB standards. Below is a detailed breakdown of the required structure and technical specifications for each part of the EE.

1. Title Page

The title page must include:

- The title of the essay
- The research question

- The subject area
- The word count

Format: Do not include your name, candidate number, or school name on this page.

2. Contents Page

A table of contents that lists all sections and subsections of the essay with corresponding page numbers.

Format: Ensure that all pages are numbered.

3. Introduction

Approximately 1-2 double-spaced pages.

Content:

- Clearly state the research question.
- Explain the significance of the research question.
- Provide background information relevant to the topic.
- Outline the structure of the essay and what readers can expect.

4. Body of the Essay

Typically between **8 to 18 pages**, depending on the topic.

Content:

- This section encompasses research, analysis, discussion, and evaluation.
- Organize content logically; each paragraph should directly relate to the research question.
- Use subheadings as necessary to clarify different sections (e.g., literature review, methodology, results).
- Include relevant evidence and examples to support arguments.

5. Conclusion

About **1 double-spaced page**.

Content:

- Summarize key findings and insights gained from the research.
- Discuss any limitations encountered during the research process.
- Suggest areas for further investigation or unresolved questions.

6. References and Bibliography

A comprehensive list of all sources cited in your essay, formatted according to a consistent citation style (e.g., MLA, APA).

Format: This section is not included in the word count.

7. Appendices (Optional)

While not essential, appendices can be used to provide supplementary material that supports your research (e.g., raw data, charts).

Note: Examiners do not read or assess appendices as part of the essay.

Technical Requirements

Word Count: The total word count must not exceed **4,000 words**, including all sections except for the title page, contents page, references, bibliography, and appendices.

Formatting:

- Use a standard font size (12-point) such as Arial or Times New Roman.
- The text must be double-spaced throughout.
- Pages should be numbered consecutively.

5. Role of supervisors

Supervisor Training and Guidelines

To facilitate effective supervision, we organize comprehensive training sessions for supervisors at the beginning of each academic year. These sessions cover essential aspects of the EE process, including assessment criteria, the importance of student engagement, and best practices for providing constructive feedback. Supervisors are provided with clear guidelines regarding their roles in the reflection sessions, emphasizing the significance of their mentorship in shaping students' research skills and critical thinking abilities.

Structured Reflection Meetings

Students and supervisors are encouraged to arrange a series of meetings that typically total between **3 to 5 hours** throughout the EE process. These meetings include three mandatory reflection sessions, which are critical for fostering student engagement and ensuring a thorough understanding of their research topics. Each session requires students to submit a **150-175 word reflection** on their research and writing process to the EE Coordinator. This documentation is recorded using the **Reflections on Planning and Progress Form (RPPF)**, which serves as an essential tool for assessing student engagement throughout the EE journey. Notably, reflections contribute significantly to the final grade—accounting for approximately **18%** of the overall score.

Importance of Student Reflections

Students are strongly encouraged to reflect on the feedback received from their supervisors during these sessions. This practice not only enhances their understanding of how to improve their work but also aids in refining their research questions. By engaging in meaningful dialogue with their supervisors, students can gain valuable insights that will help them navigate challenges and deepen their analytical skills.

Structure of Reflection Sessions

The reflection sessions are structured as follows:

1. Initial Session:

Timing: Occurs in the spring of the junior year (26.01.25 - 30.01.25).

Focus: This session emphasizes preliminary research and assists students in formulating a working research question. During this meeting, supervisors guide students in identifying relevant sources, discussing potential methodologies, and establishing a clear direction for their inquiry.

2. Interim Session:

Timing: Takes place in September of the senior year

Focus: In this session, students discuss their progress with their supervisors, refine their research questions based on initial findings, and outline their arguments using gathered sources. This collaborative dialogue is crucial for helping students stay on track and make necessary adjustments to their approach.

3. Final Session (Viva Voce):

Timing: This concluding session occurs in November

Focus: The Viva Voce serves as both a celebration of the completed essay and an opportunity for students to reflect on what they have learned throughout the process. During this session, students present their findings and insights, discussing how their understanding has evolved from inception to completion.

In summary, our structured approach to reflection sessions is designed to enhance student learning while providing supervisors with the tools they need to effectively guide their mentees through the Extended Essay process. By fostering an environment of open communication and critical reflection, we aim to cultivate independent thinkers who are well-prepared for future academic challenges. The commitment to these reflection sessions not only supports student achievement but also aligns with our school's mission to promote rigorous scholarship and personal growth among our learners.

Allocation Process

Subject Teacher Assignment

Supervisors are typically subject teachers who have expertise in the area related to the student's chosen EE topic. This ensures that students receive guidance from someone knowledgeable about their subject matter. Most often these are DP teachers, but there are exceptions. For example, many students choose English subject. Taking into account the workload of teachers in DP, sometimes MYP teachers are invited to supervise EE.

Proposal Submission

Students are required to submit to Toddle an EE proposal form that includes a specific research question and basic ideas for exploration. This proposal is crucial for matching students with suitable supervisors based on their topic choices.

Timeline for Supervisor Allocation

According to the timeline, supervisors are allocated based on students' EE subject choices in December of the 1st academic year. This period allows sufficient time for the EE Coordinator to review proposals and match students with appropriate supervisors. The approved list of assigned supervisors with students and selected topics is confirmed by a school order.

First-Come, First-Served Basis

The allocation of supervisors is often conducted on a first-come, first-served basis. This means that students are encouraged to approach potential supervisors early, ideally a month or two before the allocation period, to secure their preferred teacher's guidance.

Communication of Allocation

Once supervisors have been assigned, students are informed of their supervisor through official communication from the EE Coordinator or school administration (school order and in Toddler). This communication typically includes details about the supervisor's role, expectations, and how to initiate contact.

Supervisor Responsibilities

- Supervisors are expected to provide support throughout the EE process by:
- Assisting in formulating a well-focused research question.
- Guiding students in research skills and methodologies.
- Monitoring progress and ensuring adherence to deadlines.
- Conducting three mandatory reflection sessions, where they discuss the student's progress and challenges.

- Reading and providing feedback on one draft of the EE.

All responsibilities and expectations are explained on monthly meetings with EE Coordinator, also there is a specially organized group in Outlook in order to keep ongoing communication, send messages, useful information and materials between supervisors and coordinators.

Training and Support for Supervisors

Schools often provide training for supervisors to ensure they understand their responsibilities as outlined in the IB guidelines. This training helps them effectively support students while adhering to IB regulations concerning academic integrity and assessment criteria. This training are conducted monthly, the topic of training depends on the events that take place according to the timeline

Fostering a Positive Supervisor-Student Relationship

It is vital for students to choose supervisors with whom they feel comfortable and who understand their writing style. A positive working relationship can enhance communication, making it easier for students to seek guidance and feedback throughout their EE journey.

6. Do's and Don'ts for students

Do's

Choose a Focused Research Question: Select a specific and manageable research question that aligns with your interests and the subject area.

Engage in Thorough Research: Use a variety of credible sources, including books, academic journals, and reputable websites, to gather information.

Maintain Regular Communication with Your Supervisor: Schedule regular meetings to discuss progress, seek guidance, and receive feedback on your work.

Document Your Research Process: Keep detailed notes of your research findings, reflections, and any changes made to your initial plan.

Reflect Thoughtfully on Your Work: Use the Reflections on Planning and Progress Form (RPPF) to document insights about your research process and personal growth.

Follow Formatting Guidelines: Adhere to the IB's formatting requirements, including font size, spacing, margins, and citation style.

Plan Your Time Effectively: Create a timeline for completing each stage of the EE to avoid last-minute stress.

Proofread and Edit Your Work: Review your essay multiple times for clarity, coherence, grammar, and adherence to word count limits.

Include a Comprehensive Bibliography: List all sources used in your research in the appropriate format to give credit to original authors.

Understand Assessment Criteria: Familiarize yourself with the assessment criteria (A-E) to ensure you meet all expectations for scoring well.

Don'ts

Don't Choose an Overly Broad Topic: Avoid vague or overly complex topics that make it difficult to formulate a clear research question or argument.

Don't Plagiarize: Ensure that all ideas, quotes, and data from other sources are properly cited to avoid academic dishonesty.

Don't Ignore Feedback: Take supervisor feedback seriously; ignoring it can hinder your progress and affect your final grade.

Don't Rush the Writing Process: Avoid writing the essay in one go; instead, break it down into manageable sections and write incrementally.

Don't Overlook the Importance of Structure: Ensure that your essay has a clear introduction, body, conclusion, and follows a logical flow throughout.

Don't Include Irrelevant Information: Stay focused on your research question; avoid tangents that do not contribute directly to your argument or analysis.

Don't Use Informal Language or Tone: Maintain an academic tone throughout your essay; avoid colloquialisms or overly casual language.

Don't Forget About Word Count Limits: Be mindful of the 4,000-word limit; exceeding this can lead to penalties in grading.

Don't Neglect Presentation Standards: Pay attention to formatting details such as page numbers, headings, and overall presentation quality.

Don't Submit Without Final Review: Always conduct a final review before submission to ensure everything meets IB requirements and is polished professionally.

7. Timeline

In the school timetable each DP class have a weekly meeting with coordinator where they can ask questions about the research process or get a special training on each step of it.

1. Initial Topic Exploration

Interest and Passion: Students are encouraged to select a topic that genuinely interests them, as this will sustain their motivation throughout the extensive research and writing process. The timeline indicates that students are required to choose their EE subject by October, which emphasizes the importance of early engagement in this phase.

Subject Alignment: The chosen topic must align with one of the subjects they are currently studying, preferably at Higher Level (HL). This ensures that students have a foundational understanding of the subject matter and can apply relevant methodologies and concepts effectively. In case if they want to choose Standard Level (SL) subject, students should consult with the DP Coordinator.

2. Consultation and Guidance

Supervisor Involvement: After selecting potential topics, students are advised to consult with their supervisors. This interaction is crucial as supervisors can provide insights into feasible topics, help refine research questions, and guide students based on their academic strengths and interests.

Proposal Submission: Students must submit in Toddle a proposal form containing a specific research question along with basic ideas for research. This proposal serves as a starting point for discussion with supervisors, allowing for further refinement based on feedback.

3. Research Feasibility Assessment

Resource Availability: Before finalizing a topic, students should assess the availability of resources related to their chosen subject. This includes access to libraries, databases, and primary sources. Ensuring that sufficient material is accessible is essential for conducting thorough research. Students get a training session with the school librarian.

Scope of Research: The topic should be narrow enough to allow for in-depth study yet broad enough to find adequate research material. This balance is critical to avoid overwhelming students with too much information or leaving them without enough content to explore. This is practiced during their weekly sessions with coordinator

4. Reflection and Planning

Reflection Sessions: As indicated in the timeline, mandatory reflection sessions are integrated into the EE process. These sessions allow students to discuss their topic choices and research progress with supervisors, providing opportunities for critical evaluation of their direction and methodology.

Documentation: Insights gained during these reflection sessions are documented in the Reflections on Planning and Progress Form (RPPF), which is essential for assessing student engagement in the EE

process. Toddle platform provides an opportunity to get pdf-version of RPPF after filling out all its components

5. Final Topic Selection

Final Decision: By the deadline set in the timeline, students must finalize their topic choice based on consultations, reflections, and resource assessments. This decision will shape their research direction and influence their overall engagement with the Extended Essay.

Throughout this process, students are encouraged to consult with their Extended Essay coordinator, supervisors or mentors

Example of the timeline

| Task | Start Date | End Date | Checked |
|---|-------------------|-----------------|----------------|
| Deadline for subject choice (DP 1) | 16.10.26 | 30.10.26 | |
| Preliminary research and training session on academic honesty (DP 1) | 04.11.26 | 25.11.26 | |
| Allocation of supervisors (DP 1) | 02.12.26 | 09.12.26 | |
| Training session for students and supervisors (DP 1) | 16.12.26 | 23.12.26 | |
| First official meeting with supervisors (DP 1) | 26.01.27 | 30.01.27 | |
| Submission of introduction (DP 1) | 30.01.27 | 28.02.27 | |
| Submission of first paragraph (DP 1) | 28.02.27 | 31.03.27 | |
| Submission of second paragraph (DP 1) | 31.03.27 | 30.04.27 | |
| Second official meeting with supervisors and submission of reflection (DP 1) | 11.05.27 | 16.05.27 | |
| Submission of summer work (DP 1) | 25.05.27 | 06.06.27 | |
| Full draft submission (DP 2) | 06.06.27 | 30.09.27 | |
| Supervisor feedback (DP 2) | 30.09.27 | 12.10.27 | |
| Final submission (DP 2) | 16.11.27 | 16.11.27 | |
| Viva Voce (DP 2) | 24.11.27 | 28.11.27 | |
| Supervisors' comments and predicted grade deadline (DP 2) | 20.12.27 | 20.12.27 | |

| Criteria | Checklist Item | Checked |
|------------------------------------|--|----------------|
| A: Research Question | My research question is clearly and precisely stated in the early part of the essay. | |
| | My research question is sharply focused and not a broad generalization. | |
| | My research question lends itself to a systematic investigation that fits within the word limit. | |
| | The essay develops my specific research question. | |
| | The approach I have chosen is appropriate to the type of research question I have developed. | |
| B: Approach to the Question | I have included relevant materials, sources, data, and evidence in my essay. | |
| | I have not included irrelevant information in my essay. | |
| | I have effectively analyzed the evidence/material/sources/data in my essay. | |
| C: Analysis/Interpretation | My essay presents a convincing argument that addresses my research question. | |
| | My essay is well organized into paragraphs, sub-headings/sub-topics. | |
| | My evaluation of sources and/or data is appropriate and fully substantiated. | |
| | I have clearly expressed my ideas using proper grammatical forms. | |
| | I have proofread my essay and used proper formatting throughout. | |
| D: Conclusion | I have written a conclusion that restates my question and is consistent with the argument presented. | |
| | Where appropriate, I have included any new or unresolved questions that arose during my investigation. | |
| E: Abstract | My abstract is within the 300-word limit. | |
| | I have clearly stated my research question in my abstract. | |
| | I have clearly stated the scope of my investigation in my abstract. | |
| | My abstract contains the conclusion I reached in my essay. | |
| F: Formal Presentation | I have a title page clearly stating my research question, subject, name, and candidate number. | |

| | | |
|---------------------------|--|--|
| | A table of contents is immediately after my abstract. | |
| | Each page of my essay is numbered and includes my candidate number either in the header or footer. | |
| | I have accurately and consistently cited all sources in an accepted format (e.g., MLA, APA). | |
| | I have included a bibliography or works cited page in an accepted format. | |
| G: Overall Quality | My essay reflects my best effort and demonstrates depth of understanding of my chosen subject. | |
| | I have shown insight in my essay and demonstrated inventiveness through my writing style. | |

Checklist for Supervisors

| Criteria | Checklist Item | Checked |
|--|---|--|
| A: Focus and Method (6 points) | The research question is clearly and precisely stated in the early part of the essay. | |
| | The research question is sharply focused and not a broad generalization. | |
| | The research question lends itself to a systematic investigation within the word limit of the EE. | |
| | The essay develops the specific research question effectively. | |
| | The chosen approach is appropriate to the type of research question developed. | |
| | B: Knowledge and Understanding (6 points) | Relevant materials, sources, data, and evidence are included in the essay. |
| Irrelevant information is not included in the essay. | | |
| Evidence/materials/sources/data are effectively analyzed throughout the essay. | | |
| C: Critical Thinking (12 points) | The essay presents a convincing argument that directly addresses the research question. | |
| | The essay is well organized into coherent paragraphs and sub-headings/sub-topics. | |
| | Evaluation of sources and/or data is appropriate and fully substantiated. | |
| | Ideas are clearly expressed using proper grammatical forms. | |

| | | |
|-----------------------------------|---|--|
| | The essay has been proofread for clarity, coherence, and proper formatting. | |
| D: Presentation (4 points) | A conclusion restates the research question and is consistent with the arguments presented in the essay. | |
| | Any new or unresolved questions arising from the investigation are included in the conclusion. | |
| E: Engagement (6 points) | The abstract is within the 300-word limit and clearly states the research question and scope of investigation. | |
| | The abstract contains the conclusion reached in the essay. | |
| | A title page includes the research question, subject, name, and candidate number without personal identifiers. | |
| | A table of contents is provided immediately after the abstract. | |
| | Each page of the essay is numbered correctly, including candidate number in header/footer. | |
| | All sources are accurately cited in an accepted format throughout the essay and in a bibliography/works cited page. | |

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