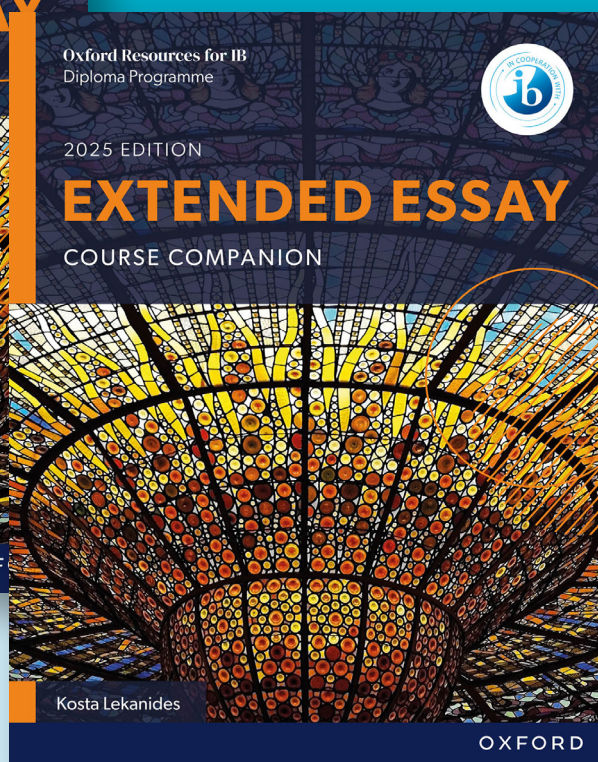
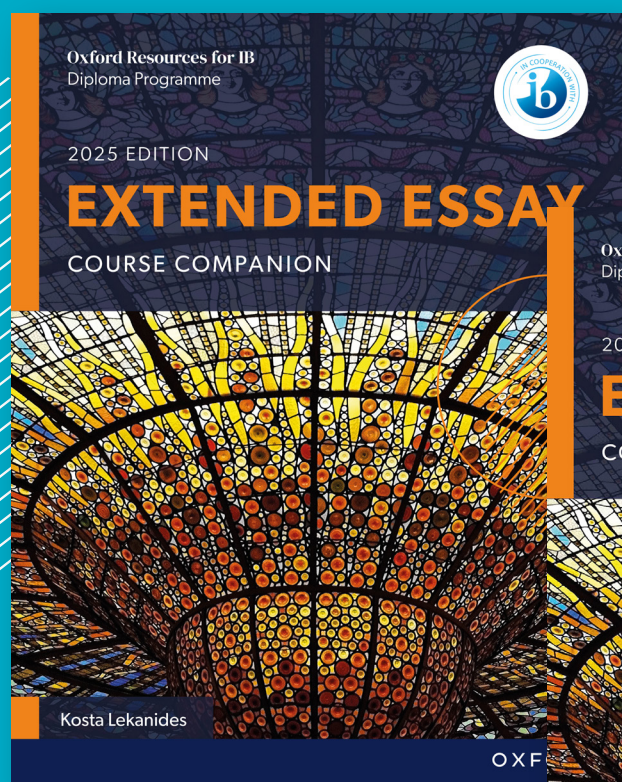




Extended Essay

Comprehensive coverage of the 2025 syllabus



kerboodle

Use this course guide to:

- Explore the changes to the syllabus and assessment
- Learn about the author
- Find out how to evaluate and order

Exploring the changes to the DP Extended Essay subject guide

From Kosta Lekanides

Why has the course changed?

At its core, the Extended Essay remains an academic research paper that students write on a topic of their choosing in a given subject (or subjects if an interdisciplinary approach is chosen). Given the largely positive feedback from educators at the more substantive changes that were made in the previous Extended Essay guide, it was agreed the new guide would focus instead on refining aspects of the Extended Essay. The aim was to make it more accessible, both in terms of the language and application of the assessment criteria and also with regards to the possible choice of topics and research approaches, with a special emphasis on opening up more pathways for an interdisciplinary approach to this core component of the IB Diploma Programme.

What are the changes?

- The World Studies Extended Essay has been replaced with the broader interdisciplinary pathway inviting even greater flexibility in terms of possible approaches to responding to topics and questions. Interdisciplinary essays should fit into one of five broad 'frameworks' (e.g. Framework 1: Power, Equality, Justice; Framework 2: Culture, Identity, Expression etc.) but do not need to cover all elements of a framework and can also touch on elements from other ones.
- The traditional (single) subject-focused pathway remains an option though many of the rules and conditions which tended to limit possible Extended Essay questions or approaches have been removed. For example, there is no longer a 'ten-year rule' restricting possible History topics or questions, and likewise the categories in Language A essays have now become possible suggested approaches rather than hard rules.
- Criterion C has been split into two criteria (now C and D) to simplify exactly what elements of critical thinking were being assessed. Criterion C now focuses on analysis and line of argument while Criterion D focuses on discussion and evaluation.
- The proportional value of the former Criterion C (previously worth 12 marks) has been readjusted and split over Criterion C: Analysis and Line of Argument (6 marks) and Criterion D: Discussion and Evaluation (8 marks).
- The former Criterion D (Formal Presentation) has been removed as a standalone criterion though elements of this have now shifted to Criterion A which now includes 'Structure' as one of its strands.
- Criterion E has been rebranded as 'Reflection' (formerly Engagement) with the focus now on the student's growth in terms of skills and understanding and the transference of learning into other contexts. Marks for this criterion have come down from 6 to 4.
- The overall marks awarded for the Extended Essay have come down from 34 to 30.

How has the assessment changed?

There are still five assessment criteria as per the previous guide, but there are notable changes to Criterion A, C, D and E which warrant consideration.

Criterion A: Framework for the Essay (6 marks)

This criterion still assesses the Essay's research question and methods but now also includes considerations for structure which were previously assessed under Criterion D (Formal Presentation). As such, any subject-specific structural conventions (e.g. use of graphs or diagrams) and broader layout considerations that better aid in the communication of knowledge to a reader are assessed here.

Criterion B: Knowledge and Understanding (6 marks)

This criterion is unchanged from the previous guide and still assesses overall content knowledge and understanding of concepts and terminology.

Criterion C: Analysis and Line of Argument (6 marks)

This criterion has seen the most change (being split into two) but still assesses critical thinking, albeit now with a more specific focus. More specifically, the new Criterion C focuses on how well a student provides an analysis of their content and source material while maintaining a clearly focused line of argument throughout the entire Essay.

Criterion D: Discussion and Evaluation (8 marks)

As with the new Criterion C, this criterion also assesses critical thinking, though with a specific focus on how well a student is able to discuss the findings of their research while also evaluating their approach for both strengths and limitations.

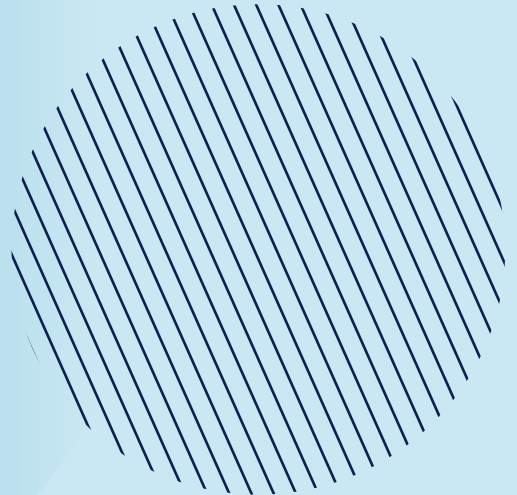
Criterion E: Reflection (4 marks)

This criterion has been renamed from Engagement to Reflection and now assesses the impact of the research and writing of the Extended Essay on a student's learning growth (skills, development, understanding etc.) and transference of this learning into other contexts, future thinking or decision-making (e.g. how their research on the economic factors underpinning the collapse of a society made them more appreciative of such factors now when reading global political news stories).

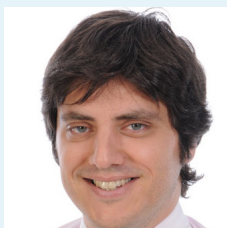


What will students gain from the updated course?

- A **detailed explanation** of all areas of the Extended Essay process, rules and regulations.
- **Recommendations on approaches and methods** that can be used to respond to essay questions across all subjects.
- Support and greater clarification on how to use the assessment criteria to **inform the writing process**.
- **Structural support and guidance** on common aspects of Extended Essay writing.
- **Clear, illustrative examples** across all subjects and available pathways.



Meet the author



Kosta Lekanides

Kosta Lekanides is an IB author and workshop leader, with over 20 years' teaching experience in Australia, Japan and the United Arab Emirates. Kosta studied English, Greek, History and Politics at the University of Sydney, Australia, before embarking on a career in international education. Specializing in the teaching of English, History and Theory of Knowledge, Kosta has also acted as IB Diploma Coordinator, Theory of Knowledge Coordinator and Extended Essay Coordinator. He is currently Deputy Headteacher at JESS Dubai (Arabian Ranches).



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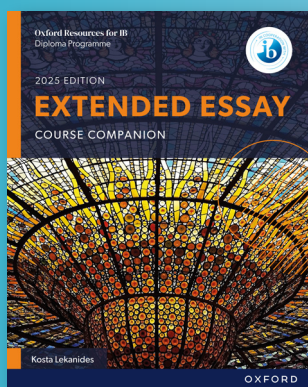
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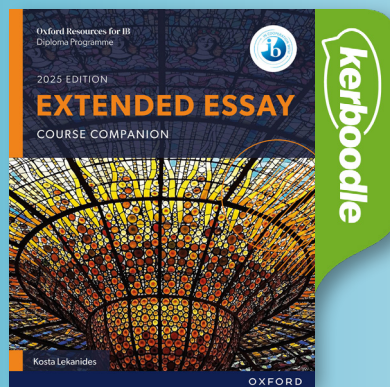


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