

Extended essay assessed student work

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Diploma Programme

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IB mission statement

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

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

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



IB learner profile

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

As IB learners we strive to be:

INQUIRERS

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

KNOWLEDGEABLE

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

THINKERS

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

COMMUNICATORS

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

PRINCIPLED

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

OPEN-MINDED

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

CARING

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

RISK-TAKERS

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

BALANCED

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

REFLECTIVE

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

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

Overview

These authentic examples in a broad range of subjects are intended to illustrate the assessment component of the course and to inform supervisors and students about how the assessment criteria are interpreted and applied. They are each presented with their respective reflection and progress form (RPF) and commentary from the examiner.

To maintain the authenticity of the work submitted for assessment, citation and referencing has been left intact, and the essays may include spelling, grammatical and other inconsistencies or errors. For copyright reasons some images may have been removed, but these redactions do not impede the reading and/or understanding of the essays. For further protection of copyright, supervisors should not share any extended essay examples outside the bounds of in-school use.

Please note that marks and commentaries for example extended essays are to be used for guidance only. They are not definitive and have not been generated through the IB's process of standardization. These interim examples, produced using essays written in accordance with the assessment criteria in the previous *Extended essay guide*, will be replaced with authentic examples following first assessment in 2027.

In addition, please note that the examples of the new RPF, which have combined the three separate reflections from the legacy reflections on planning and progress form, may not address the new assessment criterion E as closely as will an authentic RPF written for the 2027 assessment session onwards.

Group	Subject
Language A	English A
Language B	English B
Classical languages	Latin
Individuals and societies	Economics
	Geography
	History
	Philosophy
	Psychology
	Social and cultural anthropology
	World religions
Sciences	Biology
	Chemistry
	Computer science
	Physics
Mathematics	Mathematics
Arts	Dance
	Film
	Visual arts
Cross-disciplinary subjects	

Group	Subject
	Environmental systems and societies
Interdisciplinary pathway	

English A

Example 1: Psychological deterioration

Research question: How do themes present in Sylvia Plath's 1963 *The Bell Jar* portray Esther Greenwood's development of psychotic depression?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 2: Hemingway's literary style

Research question: How does Ernest Hemingway's literary style reflect through motifs and character development present in *A Farewell to Arms*?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 3: Attitudes towards objectivists

Research question: How does Ayn Rand use *The Fountainhead* to show how objectivism plays out in societal, economic and political arenas?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

English B

Example 1: Crime genre versions

Research question: How do Arthur Conan Doyle and Agatha Christie develop different version of the crime genre?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 2: Racism in Green Book

Research question: To what extent do the writers of the film *Green Book* use the contrast between the protagonists to reflect racial discrimination in the southern part of the United States in the 1960s?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 3: Cynicism and realism in Scottish cinema

Research question: How does *Trainspotting*'s realism reflect the cynicism in late-20th-century urban Scotland?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Latin

Example 1: The Roman hero

Research question: How effective is Virgil's portrayal of Aeneas as a hero during the battle scenes of the *Aeneid*?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 2: Depiction of Agrippina the Younger

Research question: To what extent was the negative depiction of Agrippina the Younger accurate?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 3: Christian persecution in the Roman Empire

Research question: To what extent was early Christian persecution a political tool used by Roman emperors to safeguard their public opinion?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Economics

Example 1: Oligopolistic market competition

Research question: To what extent do the firms in the Singapore food delivery service engage in price and non-price competition?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 2: Government intervention

Research question: To what extent did the UK government's "Eat out to help out" scheme increase the consumption of restaurant food in Kent?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 3: Gender inequality

Research question: How far has the "Beti bachao beti padhao" scheme introduced in 2015 been effective in lowering gender-based discrimination and raising gender equality in Barkhera area in Dhaulpur district, Rajasthan, India?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Geography

Example 1: Gentrification in Hong Kong

Research question: To what extent has gentrification affected socioeconomic and demographic factors in the Wanchai district of Hong Kong between 2001 and 2021?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 2: Education disparities in Ghana

Research question: To what extent does the core–periphery model explain educational opportunities in Ghana?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 3: Education and fertility in Bangladesh

Research question: To what extent does female education affect Bangladesh's fertility rate?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

History

Example 1: Truman's downfall

Research question: To what extent were President Truman's foreign policies the main cause of his loss of popularity?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 2: Spanish Civil War

Research question: To what extent did foreign powers determine the outcome of the Spanish Civil War?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 3: Association of Southeast Asian Nations

Research question: To what extent can the formation of ASEAN in August 1967 be primarily attributed to the communist threat in Southeast Asia?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Philosophy

Example 1: Naturalism and morality

Research question: To what extent does naturalism provide a satisfactory explanation for morality?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 2: Plato and the ideal state

Research question: To what extent is Plato successful in arguing that the ideal state is ruled by a philosopher king?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Psychology

Example 1: Cognitive behavioural therapy and social anxiety

Research question: To what extent is cognitive behavioural therapy an effective treatment for social anxiety disorder?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 2: Biology and aggression

Research question: To what extent is the MAOA gene responsible for higher level of aggression in individuals?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 3: Development of schizophrenia

Research question: To what extent do adverse childhood experiences influence the development of schizophrenia?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Social and cultural anthropology

Example 1: Organ trafficking and poverty

Research question: How is poverty fuelling exploitation within organ trafficking in Bangladesh and the Philippines?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 2: Identity and societal beauty standards

Research question: How do societal beauty standards affect young women's identities?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 3: Identity and education

Research question: How has the identity of the Occidental Mindoro Mangyan Iraya tribe been affected by the educational program of Teknotropheo Missions and other Christian missionary schools?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

World religions

Example 1: Feminism and Islam

Research question: To what extent does Islam elevate women's position in the community and supports the ideology of feminism?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 2: Polygyny and Islam

Research question: To what extent is it accurate to claim that there are diverse perspectives on polygyny within the Islamic community/tradition?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 3: Society and Hindu tradition

Research question: How has varnashrama dharma of men been influenced as society has changed?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Biology

Example 1: Effect of *Haloxylon salicornicum*

Research question: What is the effect of using different concentration masses of the *Haloxylon salicornicum* shrub in grams on catalase enzyme activity in cow, sheep and camel liver measured by the percentage of oxygen production using a vernier?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 2: Probiotics and depression

Research question: Are probiotics likely to be a viable treatment for major depressive disorder by influencing the microbiota–gut–brain axis?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 3: Effects on coral reef resilience

Research question: To what extent does ocean acidification and reduction of pH affect coral *Pocillopora damicornis* and its resilience and decalcification rates?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Chemistry

Example 1: Extraction of β -carotene

Research question: What is the effect of temperature on the concentration of β -carotene extracted when orange peel powder is heated with ethanol under reflux for a retention time of 10 minutes?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 2: Chemiluminescence of luminol

Research question: How do variations in the concentration of hydrogen peroxide affect the intensity and the longevity of the light emitted by the chemiluminescent oxidation of luminol?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 3: Tea polyphenol concentration

Research question: How will changing the temperature and time of the cold brewing process affect the tea polyphenol concentration in green tea water?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Computer science

Example 1: Efficiency of sorting algorithms

Research question: How do sorting the algorithms (mergesort, quicksort and heapsort) differ in efficiency when sorting 10,000, 100,000, 1m, 10m and 100m numbers in a data set with values ranging from 1 to 500,000,000?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 2: Facial sentiment analysis

Research question: To what extent can a convolutional neural network model trained by DeepFace accurately assess the stress levels of IB diploma students using only facial images?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 3: Pathfinding algorithms and maze complexity

Research question: How does the complexity of a maze affect the performance of heuristic pathfinding algorithms against greedy pathfinding algorithms in relation to A* and Dijkstra?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Physics

Example 1: Eddy currents and braking

Research question: How is the angular speed of a rotating aluminium disk affected by the thickness of the disk and the magnitude of the magnetic field the disk is in?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 2: Transformer efficiency

Research question: Investigating the effect of changing the space between the PC and SC and thickness of the iron core on the output power of the step-down transformer

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 3: Static friction

Research question: How does stationary contact time affect the coefficient of static friction in a tribosystem of two hard, planar surfaces producing dry friction?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Mathematics

Example 1: Fractal dimensions

Research question: What are the fractal dimensions of the coastline of Antarctica?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 2: Infinity

Research question: How has the changing perception of infinity in set theory affected its associated paradoxes?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 3: Brachistochrone problem

Research question: To what extent can the curve of fastest descent be used to model the efficiency of roofs in draining water?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Dance

Example 1: The Nicholas Brothers and tap dance

Research question: In what specific ways did the Nicholas Brothers transform the performance and art of tap dancing?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 2: Competition and dance

Research question: To what extent does competition influence the way we view dance?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 3: Mary Wigman and modern dance

Research question: To what extent did Mary Wigman influence American modern dance of the mid-20th century?

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[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Film

Example 1: Aboriginal representation

Research question: How has the cinematic representation of Indigenous Australians changed in the last 80 years?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 2: Wong Kar-wai and longing

Research question: How has the theme of longing been portrayed and utilized as a plot device within the works of Wong Kar-wai—specifically within *In the Mood for Love* and *2046*?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 3: Vietnam War experience

Research question: To what extent do the films *Full Metal Jacket* and *Apocalypse Now* explore soldiers' experience in the Vietnam War film genre through the art of cinema?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Visual arts

Example 1: Félix González-Torres—love and loss

Research question: To what extent is Félix González-Torres’s metaphorical use of found objects significant in conveying concepts of love and loss?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 2: Jacob Lawrence—the Great Migration

Research question: How has the Great Migration influenced Jacob Lawrence’s visual narrative art collection *The Migration Series*?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 3: Japanese influence on French art

Research question: In what ways did Japanese cultural art influence traditional French art between the 18th and 19th centuries?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Environmental systems and societies

Example 1: Species conservation in endangered ecosystems

Research question: How does the willingness to conserve a species vary between three different species (*Alouatta caraya* or black howler monkey, *Ara chloropterus* or red-and-green macaw, and *Blastocerus dichotomus* or marsh deer) within an endangered ecosystem such as Parque Nacional Iberá in Corrientes, Argentina after the 2022 wildfires?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 2: Impact of global warming on coral reefs

Research question: To what extent has global warming due to human activity impacted the Great Barrier Reef, and contributed to coral bleaching during the period between 1998 and 2017?

[Work submitted for assessment \(PDF\)](#)

[Reflection and progress form \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)