EXTENDED ESSAY – STUDENT HANDBOOK
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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.

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.
The extended essay at a glance

The extended essay is an in-depth study of a focused topic chosen from the list of available Diploma Programme subjects for the session in question. This is normally one of the student’s six chosen subjects for those taking the IB diploma, or a subject that a course student has a background in. It is intended to promote academic research and writing skills, providing students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (an appropriately qualified member of staff within 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. It is mandatory that all students undertake three reflection sessions with their supervisor, which includes a short, concluding interview, or viva voce, with their supervisor following the completion of the extended essay. An assessment of this reflection process is made under criterion E (Engagement) using the Reflections on planning and progress form.

The extended essay is assessed against common criteria, interpreted in ways appropriate to each subject.

Key features of the extended essay

- The extended essay is compulsory for all students taking the Diploma Programme and is an option for course students.
- A student must achieve a D grade or higher to be awarded the Diploma.
- The extended essay is externally assessed and, in combination with the grade for theory of knowledge, contributes up to three points to the total score for the IB Diploma.
- The extended essay process helps prepare students for success at university and in other pathways beyond the Diploma Programme.
- When choosing a subject for the extended essay, students must consult the list of available Diploma Programme subjects published in the Handbook of procedures for the Diploma Programme for the session in question.
- The extended essay is a piece of independent research on a topic chosen by the student in consultation with a supervisor in the school.
- It is presented as a formal piece of sustained academic writing containing no more than 4,000 words accompanied by a reflection form of no more than 500 words.
- It is the result of approximately 40 hours of work by the student.
- Students are supported by a supervision process recommended to be 3–5 hours, which includes three mandatory reflection sessions.
- The third and final mandatory reflection session is the viva voce, which is a concluding interview with the supervising teacher.
Nature of the extended essay

The extended essay is a unique opportunity for students to explore an academic area in which they have a personal interest. This takes the form of an independently written research paper that allows students to demonstrate their passion, enthusiasm, intellectual initiative and/or creative approach for their chosen topic. Such topics can range from focused, in-depth analyses of specific elements of a subject to critically evaluating responses to issues of global significance in the case of the world studies extended essay. Students develop important transferable skills such as research, critical thinking, and self-management, which are communicated in the form of an academic piece of writing. Emphasis is placed on engagement and reflection on the research process, highlighting the journey the student has made on an intellectual and personal level and how it has changed them as a learner and affected the final essay.

Students complete an extended essay in a specific discipline or in one of the interdisciplinary options available. In a disciplinary essay, students must demonstrate their knowledge and understanding of the theories, tools and techniques of a specific discipline explored through a topic of their choice. Students who choose a world studies extended essay must demonstrate how their understanding of an issue of contemporary global significance is enhanced by taking an interdisciplinary approach.

An important aim of the extended essay, as part of the Diploma Programme core is to support and be supported by the academic disciplines. Whichever subject is chosen, the extended essay is concerned with exploring a specific research question through interpreting and evaluating evidence, and constructing reasoned arguments. In undertaking the extended essay students model many of the elements of academic research by locating their topic within a broader disciplinary context, or issue in the case of a world studies extended essay, justifying the relevance of their research and critically evaluating the overall strength of the arguments made and sources used. Guided through this process by a supervisor, students are encouraged to reflect on insights gained, evaluate decisions, and respond to challenges encountered during the research.

Embedded within the process of writing the extended essay are many elements of the approaches to learning (ATL). While research skills are fundamental to successful completion, other ATL skills are implicit in the task. As the extended essay is an independent task, it requires students to self-manage by developing organization and affective skills, including mindfulness, perseverance, resilience and self-motivation. The process of researching and writing the extended essay represents the learner profile in action. Being open-minded, principled and reflective are aspects of the student experience within the extended essay. The extended essay provides students with the opportunity to become more internationally minded by engaging with the local and global communities on topics of personal inquiry. The development of the learner profile attributes help to unify IB learners in a larger community in this shared experience.

The extended essay is a challenging and rewarding experience, which prepares students for different pathways beyond the Diploma Programme by developing skills valued by both
tertiary education and employers. The extended essay embodies the essence of an IB education in developing inquiring, critical, lifelong learners.

Policies relevant to the extended essay

Ethical guidelines for extended essays research and fieldwork
May and November 2013 examination sessions onwards

- The following guidelines apply to research and fieldwork in all extended essays.
- Extended essay students must exercise the greatest sensitivity to local and international cultures.
- Any research/fieldwork that creates anxiety, stress, pain or discomfort for participants is not permitted. Any research/fieldwork that involves unjustified deception, involuntary participation or invasion of privacy, including inappropriate use of information technology (IT), email and the internet, is prohibited.
- All participants in research activities must be informed before commencing the research that they have the right to withdraw at any time. Pressure must not be placed on any individual participant to continue with the investigation beyond this point.
- Each participant must be informed of the aims and objectives of the research and in addition, be shown the results of the research.
- Informed consent should be obtained from the people who are the subject of the fieldwork.
- Research involving children needs the written consent of parent(s) or guardian(s). Students must ensure that parents are fully informed about the implications for children who take part in such research. Where research is conducted with children in a school, the written consent of the teachers concerned must also be obtained.
- Extended essay students must avoid conducting research with any adult who is not in a fit state of mind and cannot respond freely and independently. If any participant shows stress and/or pain at any stage of the research, the research must finish immediately, and the participant must be allowed to withdraw.
- Participants must be debriefed and given the right to withdraw their own personal data and responses. Anonymity for each participant must be guaranteed.
- All data collected must be kept in a confidential and responsible manner and not divulged to any other person.
- Research that is conducted online, using IT methods, is subject to the same guidelines.
- Any data collected online must be deleted once the research has been completed. Such data must not be used for any purpose other than the conduct of the research.

The extended essay and the IB learner profile

The learning involved in researching and writing the extended essay is closely aligned with the development of many of the characteristics described in the IB learner profile. Students are, to a large extent, responsible for their own independent learning, through which they acquire and communicate in-depth knowledge and understanding.

The research process necessarily involves intellectual risk-taking and extensive reflection; open-mindedness, balance and fairness are key prerequisites for a good extended essay. Students and teachers familiar with the IB Middle Years Programme (MYP) will find that the extended essay is a natural progression from the MYP personal project.
Relationship to theory of knowledge

Whichever subject is chosen, the extended essay shares with the theory of knowledge (TOK) course a concern with interpreting and evaluating evidence, and constructing reasoned arguments. Where the two differ is in the emphasis placed on the research process and its formal outcomes. These aspects are of primary importance in the extended essay but are given much less weight in TOK; in the Theory of knowledge guide the section describing the TOK assessment tasks states that “neither the [TOK] essay nor the presentation is primarily a research exercise”. At a more abstract level, both TOK and the extended essay promote reflection on the nature of knowledge and on how new knowledge is produced.

International dimensions

Some extended essay subjects include cross-cultural questions within them. Others invite such an approach. Whatever the subject, the extended essay student should strive to find relevant information from a diverse range of sources.

Aims

The aims of the extended essay are to provide students with the opportunity to:

- pursue independent research on a focused topic
- develop research and communication skills
- develop the skills of creative and critical thinking
- engage in a systematic process of research appropriate to the subject
- experience the excitement of intellectual discovery

Assessment objectives

In working on the extended essay, students are expected to:

1. plan and pursue a research project with intellectual initiative and insight
2. formulate a precise research question
3. gather and interpret material from sources appropriate to the research question
4. structure a reasoned argument in response to the research question on the basis of the material gathered
5. present their extended essay in a format appropriate to the subject, acknowledging sources in one of the established academic way
6. use the terminology and language appropriate to the subject with skill and understanding
7. apply analytical and evaluative skills appropriate to the subject, with an understanding of the implications and the context of their research

Note: “material” has different meanings in different subjects. It may be data or information; it may be arguments or evidence.
Extended Essay

Student Guide 2017-2018

Students decide on the subject they want to do their EE in and hand in EE Topic Proposal Form

IB Coordinator assigns students to supervisors

Supervisors meet with students to discuss topics and research question

Students hand in EE Final Proposal Form

Students conduct research and clarify their understanding

Students book in experiments and spend time in library.

Summer Holiday: students write up first draft of EE, so supervisor can read and make comments

Students write up final draft of EE over Term 1 holiday
## Extended Essay Calendar (2017 – 2018)

<table>
<thead>
<tr>
<th>Date</th>
<th>Student’s Action(s)</th>
<th>What students must do next</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>T2 Week 2</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 4 May 2017         | Extended Essay Introduction - consider subject areas - examine exemplar EEs - consideration of resources | • Decide on the subject you want to do your EE in  
• Begin to research suitable topic areas that interest you |
| **T2 Week 4**      |                                                                                     |                                                                                           |
|                    | Attend library session – Day 9 Period 4 (Thursday 18th May) Give the IB Coordinator your chosen EE Topic Proposal Form | • Read the IB guidance on EE and the provided booklet                                   |
| **T2 Week 5**      |                                                                                     |                                                                                           |
| First check-in session 20 minutes | The IB Coordinator will allocate an EE Supervisor. Make contact with the supervisor, introduce yourself if needed. Initiate RRS on Managebac | • Present at least three suitable topics within the subject area, so you have suggestions for your supervisor (on RRS)  
• Read the IB Assessment Criteria for the EE in your subject |
| **T2 Week 8/9**    |                                                                                     |                                                                                           |
| Second check-in session 40 minutes | Meet with the supervisor and formulate a topic and get advice on a research/experimental plan. Hand in EE Final Proposal Form Record on RRS | • Finalise your research topic and consider the precise research question |
| July Holidays      | Conduct research and follow the plan set out with supervisor Update RRS to reflect new research | • Start researching; discuss with Library which books and journals are needed/Technicians what equipment will be needed, read academic literature  
• Go to the National Library |
| By T3 Week 2       | Have met with Supervisor again for a 30 min formal reflection session  
Write summary of session on RPPF and submit to Supervisor and EE Co-ord. | • Touch base with the supervisor  
• Read the Assessment Criteria again carefully |
| First formal reflection session 30 minutes |                                                                                     |                                                                                           |
| By T3 Week 5       |                                                                                     |                                                                                           |
| Term 3 Holiday     | Complete a draft of at least 2000 words Update RRS to reflect EE progress | • Write up your experimental results  
• Have a detailed plan for your essay |
| T4 2017            | Make Appointment with Supervisor to receive feedback  
Write summary of session on RPPF and submit to Supervisor and EE Co-ord. | • Discuss draft  
• Develop plan for completion |
| By Week 8          |                                                                                     |                                                                                           |
| Interim reflection session 30 mins |                                                                                     |                                                                                           |
| Summer Holiday     | Complete Final Draft Update RRS to reflect EE progress | • Hand draft to supervisor for checking of topic and general progress |
| **T1 Week 1/2**    |                                                                                     |                                                                                           |
| Third check-in session 30 mins | Submit final draft to Supervisor for written feedback.  
Write summary of session on RPPF and submit to Supervisor and EE Co-ord. | • Prepare for Vive Voce |
| **T1 2018**        |                                                                                     |                                                                                           |
| By Week 9          | Draft returned with comments and students make final refinements Update RRS to reflect new work | • Make corrections suggested by supervisor  
• Students will answer questions about their EE of a Viva Voce is required. |
| **T2 2018 Week 1** | FINAL COPY OF EE DUE | • Submit hard and electronic copy |
| **T2 2018 Week 2** | Write summary of session on RPPF and submit to Supervisor and EE Co-ord. | Prepare for EE Upload Day, ensure alphanumeric candidate number is on EE |
Responsibilities of the school

It is required that the school:

- ensures that extended essays conform to the regulations outlined in this guide
- ensures that students determine the subject for their extended essay from the approved extended essay list (in the Handbook of procedures for the Diploma Programme) before choosing the topic
- ensures that each student has an appropriately qualified supervisor, who is a teacher within the school
- provides supervisors and students with the general and subject-specific information, and guidelines for the extended essay, contained in this guide
- provides supervisors with recent extended essay subject reports
- ensures that supervisors are familiar with the IB document Academic honesty
- explains to students the importance of the extended essay in the overall context of the Diploma Programme
- explains to students that they will be expected to spend approximately 40 hours on their extended essay

It is strongly recommended that the school:

- sets internal deadlines for the stages of producing the extended essay, including provision for a concluding interview (viva voce)
- ensures that students have been taught the necessary research skills
- provides appropriate training for supervisors

Responsibilities of the supervisor

Supervisors are required to:

- undertake three mandatory reflection sessions with each student they are supervising
- sign and date each reflection summarized on the Reflections on planning and progress form and provide comments at the end of the process. If the form and essay are submitted via the eCoursework system, then it is deemed signed and authenticated. A blank or unsubmitted RPPF will score a 0 for criterion E.
• provide students with advice and guidance in the skills of undertaking research
• encourage and support students throughout the research and writing of the extended essay
• discuss the choice of topic with each student and, in particular, help to formulate a well-focused
research question which is suitable to the subject of registration and ensure that the chosen
research question satisfies appropriate legal and ethical standards with regard to health and
safety, confidentiality, human rights, animal welfare and environmental issues
• is familiar with the regulations governing the extended essay and the assessment criteria, and
gives copies of these to students
• monitor the progress of the extended essay to offer guidance and to ensure that the essay is the
student’s own work (this may include presenting a section of the essay for supervisor comment)
• read and comment on one draft only of the extended essay (but do not edit the draft); this
should take place after the interim reflection session, but before the final reflection session, the
viva voce
• ensure that the final version of the essay is handed in before the final reflection session (viva
voce) takes place, and that no changes are made to it subsequently
• read the final version and, in conjunction with the viva voce, confirm its authenticity
• The student may work with or consult external experts in a particular area of specialism but it
remains the responsibility of the supervisor within the school to complete all the requirements
described above.

Supervisors are strongly recommended to:

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

As the extended essay is an important component of the Diploma Programme, and a substantial piece of work, students need to ensure that they understand the expectations of the task and manage their time and workload effectively. The following suggestions are given as guidance to help with the process.

Students are strongly recommended to:

- develop a **Researcher’s reflection space** as a planning tool
- use the Researcher’s reflection space to prepare for reflection sessions
- share excerpts from the Researcher’s reflection space with the supervisor during the reflection sessions
- choose a subject, followed by a topic, and then think carefully about the research question for their essay
- plan how, when and where they will find material and sources for their essay before deciding on the final topic and research question
- plan a schedule for both the researching and writing of their extended essay, including extra time for delays and unforeseen problems
- record sources as their research progresses using their Researcher’s reflection space rather than trying to reconstruct a list at the end
- make the most of their supervision and reflection sessions by arriving prepared to discuss their work
- have a clear structure for the essay before beginning to write
- check and proofread the final version of their extended essay
- make sure that the version they submit for assessment is the final version with all sources correctly and consistently referenced
- ensure that all requirements are met.

Quick glance: the role of the student

<table>
<thead>
<tr>
<th>Do:</th>
<th>Do not:</th>
</tr>
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<tbody>
<tr>
<td>choose a subject and then topic that interests you and allows you to develop and demonstrate your understanding, creativity and/or originality</td>
<td>choose a topic or research question that you have seen in exemplars and that have been done too many times before</td>
</tr>
<tr>
<td>develop a Researcher’s reflection space that will facilitate planning and preparation for reflection sessions</td>
<td>overlook the importance of planning and how this can contribute to success in your extended essay</td>
</tr>
<tr>
<td>make the most of your supervisor’s availability to guide you in the process</td>
<td>try to construct a list of references at the end of the process—be aware of the implications of poor/inadequate referencing.</td>
</tr>
<tr>
<td>prepare for reflection sessions appropriately</td>
<td></td>
</tr>
<tr>
<td>meet all internal deadlines</td>
<td></td>
</tr>
<tr>
<td>maintain a reference list as you work</td>
<td></td>
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<tr>
<td>familiarize yourself with relevant policies.</td>
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</tbody>
</table>
Reflection in the Extended Essay

At CGGS, IB students undertaking the Extended Essay will use Managebac as the platform for the Researchers Reflection Space (RRS). It is a space in which students are able to record reflections on what they are reading, writing and thinking. The use of the RRS will help students to prepare for their reflection sessions with their supervisors and inform the discussions that take place. In preparing for their reflection sessions students could use their RRS to:

- record their reflections
- respond to artefacts, such as photos, newspaper clippings, twitter feeds, blogs, and so on
- respond to prompts and questions that may arise in the students’ subject areas, TOK classes or other aspects of the Diploma Programme
- create MindMaps *
- record emerging questions.

Insights and information recorded in the RRS are expected to form the basis for and find direct expression in the essay, reflection sessions and Reflections on planning and progress form. Students are expected to share excerpts from the RRS in discussions with their supervisor. Using these reflections as a point of reference in their supervision sessions, students will be able to:

- demonstrate their planning
- discuss what they are learning
- evaluate their progress.
Preparation for the first reflection session

As preparation for their first reflection session, students should do the following.

1. Think about subjects and areas of particular personal interest and do some initial background reading into a subject and topic of their choice.
2. Using this as a starting point, explore a variety of possible research topics.
3. Read the subject-specific section of the Extended essay guide for the subject they are interested in, paying particular attention to the nature of the subject and the treatment of the topic.
4. Undertake further background reading and begin to gather information around their area of interest. This exploration should give rise to a variety of topics and questions that students can consider for further research. At this stage it is important that students consider the availability of reliable and valid sources for the topic under consideration. All of this should be recorded in their Researcher’s reflection space.
5. Begin developing a research proposal which might include a MindMap® of ideas, an annotated article or preliminary bibliography. Additionally, students must already be thinking in terms of the following questions.
   - Is my topic appropriate for the subject I am considering?
   - Why am I interested in this area and why is it important?
   - What possible questions have emerged from my initial reading?
   - Are there any ethical issues that I need to consider?
   - What possible methods or approaches might be used for research in this area and why?

It is recommended at this point that the student–supervisor relationship is formalized and the student can consider himself or herself prepared for the first formal reflection session.

First formal reflection session

This initial reflection session should be a dialogue between the student and the supervisor based on the student’s initial explorations. It is recommended that the student sends their supervisor an outline of their research proposal ahead of the meeting in order to give the supervisor the opportunity to review their work. This will ensure that the reflection session is focused and productive.

Topics of discussion that should arise during this session include:

- a review of the requirements and assessment criteria for the subject
- a review of ethical and legal implications, if applicable
- a dialogue about possible approaches and any potential problems that might arise
- a discussion of strategies for developing the student’s ideas for the essay and expanding the research so that the essay starts to take form
- probing and challenging questions that will help the student focus their thinking; this should lead to the development of the student’s working research question
- an outline of the next steps that the student should undertake in order to refine their question; this should take the form of a research and writing timeline

TIP

Following this first session, the student is required to complete the first student comment section of the Reflections on planning and progress form and submit it to their supervisor who must then sign and date the form. Please refer to the section “Protocols for completing and submitting the Reflections on planning and progress form” for more information.
Preparation for the interim reflection session

Between the first and second reflection session, students can engage in informal conversations with other people, such as subject teachers, the extended essay coordinator, the librarian or their supervisor. They must also ensure that they are progressing with their research plan.

In preparation for the interim reflection session, students should have:

- attempted to refine a focused and appropriate research question
- significantly deepened their research and recorded pertinent evidence, information or data in the Researcher’s reflection space
- reviewed and consolidated the methodologies they are using
- formulated arguments based on the evidence that they have collected
- added to the working bibliography for their research.

Interim formal reflection session

This session is a continuation of the dialogue between supervisor and student in which the student must demonstrate the progress they have made in their research. They must also be able to discuss any challenges they have encountered, offer their own potential solutions and seek advice as necessary.

During this session the supervisor might discuss:

- a completed piece of sustained writing from the student in order to ensure that they understand the academic writing requirements, including referencing formats
- whether an appropriate range of sources has been accessed and how the student is critically evaluating the origin of those sources
- what the student now has to do in order to produce the full draft of their essay, and ways and means of breaking down the task into manageable steps.

By the end of the interim reflection session both student and supervisor should feel satisfied that there is:

- a clear and refined research question
- a viable argument on which to base the essay
- a sufficient range of appropriate sources
- a clear vision for the final steps in the writing process.

Between the interim session and the completion of the extended essay, students should continue to see their supervisor as appropriate to their needs, although the third and final reflection session should not take place until after the extended essay has been completed and uploaded for submission.

**TIP**

Following this interim session, the student is required to complete the second student comment section of the Reflections on planning and progress form and submit it to their supervisor who must then sign and date the form. Please refer to the section “Protocols for completing and submitting the Reflections on planning and progress form” for more information.
Preparation for the final reflection session (viva voce)

Supervisors must have already read the final version of the essay, sent to them by the candidate, before this session takes place.

Students should bring the following to this session:

- extracts from their RRS that illustrate how they have grown as learners through the process of reflection
- a willingness to share their personal experience and to discuss the skills and development of conceptual understandings that they have acquired through the completion of the extended essay.

**TIP**

It is important to note that students must not be allowed to make any changes to their extended essay after this meeting. Once they have submitted the essay as final to their supervisor, it is the supervisor’s responsibility to ensure that changes are not made. This is particularly important for schools who allow candidate upload of the essay.

Final reflection session (viva voce)

The *viva voce* is a short interview between the student and the supervisor, and is the mandatory conclusion to the extended essay process. Students who do not attend the *viva voce* will be disadvantaged under criterion E (engagement) as the *Reflections on planning and progress form* will be incomplete.

The *viva voce* is conducted once the student has uploaded the final version of their extended essay to the IB for assessment. At this point in the process no further changes can be made to the essay. The *viva voce* is a celebration of the completion of the essay and a reflection on what the student has learned from the process.

The *viva voce* is:

- an opportunity to ask the student a variety of open-ended questions to elicit holistic evidence of the student’s learning experience.
- an opportunity for the supervisor to confirm the authenticity of the student’s ideas and sources
- an opportunity to reflect on successes and difficulties encountered in the research process
- an aid to the supervisor’s comments on the *Reflections on planning and progress form*.

The *viva voce* should last 20–30 minutes. This is included in the recommended amount of time a supervisor should spend with the student.
In conducting the *viva voce* and writing their comments on the *Reflections on planning and progress form*, supervisors should bear in mind the following.

- The form is an assessed part of the extended essay. The form must include: comments made by the supervisor that are reflective of the discussions undertaken with the student during their supervision/reflection sessions; the student’s comments; and the supervisor’s overall impression of the student’s engagement with the research process.
- An incomplete form resulting from supervisors not holding reflection sessions, or students not attending them, could lead to criterion E (engagement) being compromised.
- In assessing criterion E (engagement), examiners will take into account any information given on the form about unusual intellectual inventiveness. This is especially the case if the student is able to demonstrate what has been learned as a result of this process or the skills developed.
- Examiners want to know that students understand any material (which must be properly referenced) that they have included in their essays. If the way the material is used in context in the essay does not clearly establish this, the supervisor can check the student’s understanding in the *viva voce* and comment on this on the *Reflections on planning and progress form*.
- If there appear to be major shortcomings in citations or referencing, the supervisor should investigate thoroughly. No essay should be authenticated if the supervisor believes the student may be guilty of plagiarism or some other form of academic misconduct.
- The comment made by the supervisor should not attempt to do the examiner’s job. It should refer to things, largely process-related, that may not be obvious in the essay itself.
- Unless there are particular problems, the *viva voce* should begin and end positively. Completion of a major piece of work such as the extended essay is a great achievement for students.

**TIP**

Following this final session, the student is required to complete the last student comment section of the *Reflections on planning and progress form*, sign and date it and submit it to their supervisor, who must then add their own comments, sign and date the form. The supervisor must then upload the form into the e-coursework system, confirm the authenticity of both the form and essay, and submit them to the IB for assessment as one portfolio. Please refer to the section “Protocols for completing and submitting the *Reflections on planning and progress form*” for more information.

A blank or unsubmitted RPPF will score a 0 for criterion E.
The research and writing process

1. Initial reflection session takes place.

2. Student is given a fixed time period in which to complete their first reflection comment. This time period should be short in order to authentically reflect the discussion that has taken place.

3. Supervisor date stamps and signs to authenticate the student comment. If the forms are stored electronically an electronic signature is permissible.

4. Interim reflection session takes place.

5. Student is given a fixed time period in which to complete their second reflection comment. This time period should be short in order to authentically reflect the discussion that has taken place.

6. Supervisor date stamps and signs to authenticate the student comment. If the forms are stored electronically an electronic signature is permissible.

7. Student submits to the supervisor the completed, final version of their extended essay, ready for submission to the IB. Once this is done, the essay is no longer available to the students and no changes are permitted. The supervisor is responsible for ensuring that no changes are made after that point if the school allows candidate uploads.

8. The supervisor reads the essay and then arranges for the final reflection session, the vivo voce, to take place.

9. The vivo voce takes place.

10. Students complete their RPPF by adding their final summative comments, sign and date the form before passing it to their supervisor.

11. The supervisor uploads the form on behalf of the student into the e-coursework system and adds their summative comment.

12. The supervisor then submits both the mandatory items—the essay and the RPPF—to the IB for assessment as one portfolio.
Developing a research question

All students, regardless of the subject chosen, must frame their research question as a question. A hypothesis or statement of intent is not acceptable. The reason for this is that a question helps students to retain focus throughout the essay.

A research question is a clear and focused question centred on a research topic. Research questions usually emerge when questions are asked about a particular issue that a student is interested in or curious about.

A research question helps to focus the research, providing a path through which students will undertake the research and writing process. A clear and well-focused research question, which has a specific aim, will allow a student to work towards developing a reasoned argument within the scope of the task, rather than the kind of “all about” essay that an unfocused research question can lead to.

Sometimes students may need to revise their research question; therefore, a research question should always be considered provisional until they have enough research data to make a reasoned argument.

Five steps to developing a research question

**Choose a subject and topic that is of interest.**

Deciding on a subject and topic that is of interest and in which the student is personally invested is important if their motivation is to be sustained throughout the process. The student should be able to identify, in a broad sense, what it is that they are interested in and why.

**Carry out preliminary reading.**

After deciding on a topic of interest students should undertake some general reading around the issue. Questions they must consider at this stage are:

- What has already been written about this topic?
- Was it easy to find sources of information?
- Is there a range of different sources available?
- Is there a range of views or perspectives on the topic?
- What interesting questions have started to emerge from this reading?

**Consider the emerging questions.**

The student should now begin posing open-ended questions about their general topic. These questions will usually be framed using the terms “how”, “why” or “to what extent”.
Evaluate the question.

Once possible research questions have been posed they should be evaluated. This evaluation should be based on whether the research question is clear, focused, and arguable.

**Clear:** Will the reader understand the nature of my research? Will it direct the research being undertaken?

**Focused:** Will the research question be specific enough to allow for exploration within the scope of the task (that is, the number of words and time available)?

**Arguable:** Does the research question allow for analysis, evaluation and the development of a reasoned argument?

Consider research outcomes.

Once a provisional research question has been decided upon students should start thinking about the direction their research might take. This could be in terms of:

- suggesting possible outcomes of the research
- outlining the kind of argument they might make and how the research might support this
- considering options if the research available is not sufficient to support a sustained argument.

Writing the extended essay

The structure of the essay is very important. It helps students to organize the argument, making the best use of the evidence collected.

There are six required elements of the final work to be submitted. More details about each element are given in the “Presentation” section. Please note that the order in which these elements are presented here is not necessarily the order in which they should be written.

Six required elements of the extended essay:

1. Title page
2. Contents page
3. Introduction
4. Body of the essay
5. Conclusion
6. References and bibliography
**Title page**

The title page should include only the following information:

- the title of the essay
- the research question
- the subject for which the essay is registered (if it is a language essay also state which category it falls into; if a world studies essay also state the theme and the two subjects utilized)
- word count.

**AN IMPORTANT NOTE:**

Please note that name of the student or the school should not appear on the title page or on any page headers. This is because the work is assessed anonymously.

**The title**

The title of your essay should be a clear, focused summative statement of your research, which gives the reader an indication of your research topic. It should not be phrased as a research question.

<table>
<thead>
<tr>
<th>Title</th>
<th>Research question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative externalities of consumption: Australian policy on cigarette packaging</td>
<td>How effective has the Australian policy of plain cigarette packaging been in reducing the negative externalities associated with the consumption of cigarettes in X?</td>
</tr>
<tr>
<td>Commodification and the body—an ethnographic study of social representations about the human body with relation to organ donation</td>
<td>To what extent can we interpret the negative attitude from laymen towards organ donation as an act of resistance towards the demands of the hegemonic medical model? The case of organ donation in Argentina.</td>
</tr>
<tr>
<td>An exploration of evil as a motivating force in drama</td>
<td>How effectively does Christopher Marlowe present his view of evil in <em>Dr Faustus</em>?</td>
</tr>
<tr>
<td>The feasibility of wireless networking in a city-wide context</td>
<td>To what extent is wireless networking a feasible alternative to cabled networking within a whole-city context?</td>
</tr>
</tbody>
</table>

**Contents page**

A contents page must be provided at the beginning of the extended essay and all pages should be numbered. Please note that an index page is not required and if included will be treated as if it is not present.

**Introduction**

The introduction should tell the reader what to expect in the essay. The introduction should make clear to the reader the focus of the essay, the scope of the research, in particular an indication of the sources to be used, and an insight into the line of argument to be taken.

While students should have a sense of the direction and key focus of their essay, it is sometimes advisable to finalize the introduction once the body of the essay is complete.
**Body of the essay (research, analysis, discussion and evaluation)**

The main task is writing the body of the essay, which should be presented in the form of a reasoned argument. The form of this varies with the subject of the essay but as the argument develops it should be clear to the reader what relevant evidence has been discovered, where/how it has been discovered and how it supports the argument. In some subjects, for example, the sciences, sub-headings within the main body of the essay will help the reader to understand the argument (and will also help the student to keep on track). In structuring their extended essay, students must take into consideration the expected conventions of the subject in which their extended essay is registered.

Once the main body of the essay is complete, it is possible to finalize the introduction (which tells the reader what to expect) and the conclusion (which says what has been achieved, including notes of any limitations and any questions that have not been resolved).

Any information that is important to the argument must not be included in appendices or footnotes/endnotes. The examiner will not read notes or appendices, so an essay that is not complete in itself will be compromised across the assessment criteria.

**Conclusion**

The conclusion says what has been achieved, including notes of any limitations and any questions that have not been resolved. While students might draw conclusions throughout the essay based on their findings, it is important that there is a final, summative conclusion at the end. This conclusion(s) must relate to the research question posed.

**References and bibliography**

Students should use their chosen style of academic referencing as soon as they start writing. That way they are less likely to forget to include a citation. It is also easier than trying to add references at a later stage. For more information on this, refer to the guidelines in the IB document *Effective citing and referencing*.

Writing the essay takes time but if students have used their Researcher’s reflection space and reflection sessions in a meaningful way they should be well prepared to develop their arguments.

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**Presentation**

The extended essay should be written in a clear, correct and formal academic style, appropriate to the subject from which the topic is drawn. Given that the extended essay is a formally written research paper, it should strive to maintain a professional, academic look.

To help achieve this, the following formatting is required:

- the use of 12-point, readable font
- double spacing
- page numbering
- no candidate or school name on the title page or page headers.

Submitting the extended essay in the required format will help set the tone of the essay and will aid readability for on-screen assessment by examiners.
**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. This means that essays containing more than 4,000 words will be compromised across all assessment criteria. Given the holistic nature of the assessment criteria, students who write in excess of the word limit will self-penalize across all criteria. For example, in criterion B, any knowledge and understanding demonstrated beyond the 4,000-word limit will be treated as if it were not present; in criterion C, analysis, discussion or evaluation made beyond the 4,000-word limit will be treated as if the point had not been made.

Supervisors and students should be aware that the e-upload of extended essays will facilitate the automatic recognition of a cut-off point for assessment. Students should ensure that they remain within the word limit and should edit accordingly.

Please refer to the following guidance on what content should be included in the word count.

<table>
<thead>
<tr>
<th>Included in the word count</th>
<th>Not included in the word count</th>
</tr>
</thead>
<tbody>
<tr>
<td>The introduction</td>
<td>The contents page</td>
</tr>
<tr>
<td>The main body</td>
<td>Maps, charts, diagrams, annotated illustrations</td>
</tr>
<tr>
<td>The conclusion</td>
<td>Tables</td>
</tr>
<tr>
<td>Quotations</td>
<td>Equations, formulas and calculations</td>
</tr>
<tr>
<td>Footnotes and/or endnotes that are not references</td>
<td>Citations/references (whether parenthetical, numbered, footnotes or endnotes)</td>
</tr>
<tr>
<td></td>
<td>The bibliography</td>
</tr>
<tr>
<td></td>
<td>The Reflections on planning and progress form</td>
</tr>
</tbody>
</table>

Please refer to the document entitled *Diploma Programme assessment: Principles and practice* for further clarification of word count requirements.

**A note for students writing in Chinese and Japanese:**

Students writing their extended essay in Japanese or Chinese should use the following conversions.

- Japanese: 1 word = approximately 2 Japanese characters (upper limit 8,000 characters)
- Chinese: 1 word = approximately 1.2 Chinese characters (upper limit 4,800 characters)

When typing in Chinese, word processing software is likely to include the number of characters and punctuation in the word count. Students are asked to not include punctuation in the word count for assessed work. The word count should only take into account the number of characters typed.
**Illustrations**

Presentation and overall neatness are important, and it is essential that illustrative material, if included, is well set out and used effectively. Graphs, diagrams, tables and maps are effective only if they are clearly labelled and can be interpreted with ease.

Any labelling should contain the minimum information to ensure the examiner understands the significance of the map, chart, diagram or illustration. It must not include commentary, as this will be considered as part of the essay discussion and thus included in the word count.

All such material that is incorporated into the extended essay must be directly related to the text and acknowledged where appropriate. The use of photographs and other images is acceptable only if they are captioned and/or annotated and are used to illustrate a specific point made in the extended essay. Students should be advised to use illustrations with caution as excessive use may detract from the discussion in the essay. They should only be used if they are relevant and appropriate to a point being made as part of the argument of the essay.

**Tables**

The use of tables should be considered carefully and are only really appropriate in certain subjects. Tables must not be used in an attempt to circumvent the word limit.

**Footnotes and endnotes**

Footnotes and endnotes may be used for referencing purposes and if this is the case will not be included in the word count of the essay. If information is contained in a footnote or endnote and is not a reference, this must be included in the word count. In order to avoid confusion and unwittingly exceed the word limit, students are advised to avoid using footnotes or endnotes other than for referencing purposes unless it is appropriate.

As footnotes and endnotes are not an essential part of the extended essay students must take care to ensure that all information with direct relevance to the analysis, discussion and evaluation of their essay is contained in the main body of it.

An essay that attempts to evade the word limit by including important material in footnotes or endnotes will be compromised across the assessment criteria. Please note that footnotes and endnotes are added to the word count as they are encountered.

**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.

Reliance on external resources

Irrespective of the subject, the extended essay should be a complete piece of independent research, modelled on an academic journal/research paper, which can exist and be understood on its own, without the need to access external links, such as hyperlinks, or accompanying material such as DVDs.

Examiners will not access any material contained in an external source when assessing an essay. Material that is pertinent to the argument being made must be contained in the essay itself to be considered by examiners in their assessment of it.

As with appendices, if information central to the argument is included in the external link, it is treated as though the point has not been made and as such could affect different criteria, for example, criterion C (critical thinking), depending on the quality of the other analyses.

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.

Academic honesty

Research practices when working on an extended essay must reflect the principles of academic honesty. The essay must provide the reader with the precise sources of quotations, ideas and points of view through accurate citations, which may be in-text or footnotes, and full references listed in the bibliography, which, regardless of the system used, must ensure the minimum requirements.

Producing accurate references and a bibliography is a skill that students should be seeking to refine as part of the extended essay writing process. Documenting the research in this way is vital: it allows readers to evaluate the evidence for themselves, and it shows the student’s understanding of the importance of the sources used.

Failure to comply with this requirement will be viewed as academic misconduct and will, therefore, be treated as a potential breach of IB regulations.

Bibliography

A bibliography is an alphabetical list of every source used to research and write the essay. Sources that are not cited in the body of the essay but were important in informing the approach taken should be cited in the introduction or in an acknowledgment. The bibliography must list only those sources cited.

Citations

A citation is a shorthand method of making a reference in the body of an essay, either as an in-text citation or footnote/endnote. This must then be linked to the full reference at the end of the essay in the bibliography. A citation provides the reader with accurate references so that he or she can locate the source easily. How sources are cited varies with the particular referencing style that has been chosen. Page numbers should normally be given when referencing printed material and this is especially so in the case of direct quotations. For some styles this will also be in the citation, in others in the full reference. Once again, it is important to emphasize that there must be consistency of method when citing sources.
Referencing

A reference is a way of indicating to the reader, in an orderly form, where information has been obtained. A reference provides all the information needed to find the source material. References must be cited because they acknowledge the sources used, and enable the reader to consult the work and verify the data that has been presented.

References must be given whenever someone else’s work is quoted or summarized. References can come from many different sources, including books, magazines, journals, newspapers, emails, internet sites and interviews.

There are a number of different styles available for use when writing research papers; most are appropriate in some academic disciplines but not others. The supervisor or school librarian should help the student decide on a style for the particular subject of the essay. It is important to remember that whatever style is chosen, it must be applied consistently and in line with the IB’s minimum requirements. When choosing the style, the student needs to have a clear understanding of how it is to be used before embarking on the research task. The style should be applied in both the final draft of the essay and in the initial research stages of taking notes. This is good practice, not only for producing a high-quality final product, but also for reducing the opportunities and temptation to plagiarize.

The IB’s minimum 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.

Referencing online materials

References to online materials should include the title of the extract used as well as the website address, the date it was accessed and, if possible, the author. With regard to electronic sources, the requirement of the IB for date stamping supersedes the requirements of the chosen referencing system. In other words, all electronic sources must be date stamped by including the date the student accessed the resource (for example, accessed 12 March 2016). Caution should be exercised with information found on websites that do not give references or that cannot be cross-checked against other sources. The more important a particular point is to the essay, the more the quality of its source needs to be evaluated.
Accessing sources: technology literacy—using electronic sources

Using the internet as a resource for finding information is more and more commonplace, and it is a tremendous resource. However, it must be used critically and with care. One important thing to be aware of is that unlike resources found in a library in printed form, those found on the internet may not have been through a review or editing process.

Students should:

- know appropriate search engines to use
- not rely exclusively on sources found on the internet
- have a clear and focused research question to help them search more directly on the internet (given the amount of information available it is easy to be overwhelmed)
- critically evaluate the reliability and validity of the information presented on the internet
- keep a detailed record of all references, in accordance with the IB’s minimum requirements, ensuring that the URL of where the source was located is written down correctly. This includes recording the date that the site was accessed. The Researcher’s reflection space (RRS) is a good tool for supporting this practice.
The following table contains a series of questions students can apply to determine the reliability and validity of information presented on the internet. It could equally apply to print resources.

<table>
<thead>
<tr>
<th>Desirable source attribute</th>
<th>Questions to consider in order to determine this</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority</td>
<td>• Is the author of the information identified?</td>
</tr>
<tr>
<td></td>
<td>• If the author has chosen to remain anonymous, why might this be? Is this significant in terms of your evaluation of the information presented?</td>
</tr>
<tr>
<td></td>
<td>• Is there enough information available to establish the author’s credibility?</td>
</tr>
<tr>
<td></td>
<td>• Is the author affiliated to an academic institution or credible organization?</td>
</tr>
<tr>
<td></td>
<td>Is the author qualified to write about the subject?</td>
</tr>
<tr>
<td>Audience appropriate</td>
<td>• Who is the intended audience?</td>
</tr>
<tr>
<td></td>
<td>• Does the information presented appropriately address the target audience?</td>
</tr>
<tr>
<td></td>
<td>Is the information relevant to your area of research?</td>
</tr>
<tr>
<td>Reliability and credibility</td>
<td>• Does the information appear to be valid and well researched?</td>
</tr>
<tr>
<td></td>
<td>• Can it be supported by evidence?</td>
</tr>
<tr>
<td></td>
<td>• Can the information be verified through other sources?</td>
</tr>
<tr>
<td></td>
<td>• Is there a non-web equivalent of this material that could be used to verify the information?</td>
</tr>
<tr>
<td></td>
<td>Does the URL (web address) give you any indication of the source of the information?</td>
</tr>
<tr>
<td>Accuracy</td>
<td>• Is there an indication as to who has responsibility for the accuracy of the information provided?</td>
</tr>
<tr>
<td></td>
<td>• Do you know if the information has been reviewed?</td>
</tr>
<tr>
<td></td>
<td>• Are there grammatical, spelling or typographical errors? If there are, what does this suggest about the source?</td>
</tr>
<tr>
<td></td>
<td>Is there a bibliography?</td>
</tr>
<tr>
<td>Objectivity</td>
<td>• Is the information fact or opinion?</td>
</tr>
<tr>
<td></td>
<td>• Is the language used free of bias?</td>
</tr>
<tr>
<td></td>
<td>• Is the author’s point of view objective or do they make it clear when they are expressing a personal opinion?</td>
</tr>
<tr>
<td></td>
<td>• Is it a personal website?</td>
</tr>
<tr>
<td></td>
<td>Is the author affiliated with any institution or organization which might create a bias in the information?</td>
</tr>
<tr>
<td>Currency</td>
<td>• Is the information kept up-to-date?</td>
</tr>
<tr>
<td></td>
<td>• Is there any indication of when the information was last updated?</td>
</tr>
<tr>
<td></td>
<td>Are any links up to date and working?</td>
</tr>
</tbody>
</table>
Using online encyclopedias and other similar information websites

As a tool for research, free online encyclopedias can be valuable resources, but there are several reasons why students should be cautious in using them:

- they tend to be general encyclopedias
- very often the author is unknown
- there is no guarantee that the content meets standards of academic rigour—it may not, for example, have been through a process of peer review
- the content can be unstable, in that it can change at any time.

Teachers, supervisors and coordinators may choose to caution against the use of free online encyclopedias and other similar information websites. Certainly a bibliography that only cites these for reference or an argument that is overly reliant on them will not demonstrate the necessary “range of sources” required by the assessment criteria for the extended essay. They may also not be relevant or appropriate for the research question being explored.

Many online encyclopedias are not scholarly sources; however, if used appropriately and critically they can offer a useful starting point for many students undertaking research. Rather than absolutely discouraging the use of these sites, it may be more supportive to explore their potential as a platform for training students in research and thinking skills, especially in terms of assessing and evaluating the information they provide.

The internet is part of the education information ecosystem and a “real-world” source that many students engage with. The rise in popularity of free online encyclopedias has led to a shift in how knowledge and expertise is viewed, with new definitions of notions such as authority and expertise. For this reason, ensuring that students use it in an informed way is essential if they are to develop the necessary research, critical thinking and reflection skills in which the extended essay places value.

If using free online encyclopedias, students should do the following.

- Follow the references provided by the encyclopedia; this will help to verify the information given.
- Consider whether the article is part of a larger project, where a number of people are contributing to the discussion. If it is, then it implies that the writers have more than a casual interest in the topic being written about.
- Look to see if there is a rating for the information provided. If there is then this means that the information has undergone some sort of peer review and been given a rating. While not the same as an academic peer review, it can aid the judgment of the “quality” of the information.

The key point to remember, if students do use information that is found on the internet, is that they are responsible for ensuring that it is both reliable and accurate. One way a supervisor could facilitate this as a learning opportunity is in terms of a discussion with students about the quality of their sources. This could take the form of asking students to produce an annotated bibliography as part of their Researcher’s reflection space. An annotated bibliography provides a concise summary of each source and some assessment of its value and relevance. A good annotated bibliography will:

- encourage students to think critically about the sources they are using and how these relate to their chosen research area in terms of their relevance.
- provide a way to help students determine whether a source is of use to them in their research.
- allow students to keep track of their reading and enable them to make informed decisions about which sources to use in writing their essay.
Use of computer programs

The use of computers is encouraged where they are appropriate as tools for analysing data relevant to the subject of the extended essay. Material such as a hard copy of computer output may be included in the extended essay, but any associated program should be referred to or reproduced, if original, only as an appendix.

Computer programs may only be included (in particular circumstances) in computer science and physics essays. (See the “Computer science” and “Physics” sections for further details.)

Assessment of the extended essay

Assessment of the extended essay is a combination of formative assessment (the Reflections on planning and progress form) and summative assessment (the extended essay itself).

Generic assessment criteria are used with subject-specific interpretations.

Overview

<table>
<thead>
<tr>
<th>Criterion A: focus and method</th>
<th>Criterion B: knowledge and understanding</th>
<th>Criterion C: critical thinking</th>
<th>Criterion D: presentation</th>
<th>Criterion E: engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Topic</td>
<td>• Context</td>
<td>• Research</td>
<td>• Structure</td>
<td>• Process</td>
</tr>
<tr>
<td>• Research question</td>
<td>• Subject-specific terminology and concepts</td>
<td>• Analysis</td>
<td>• Layout</td>
<td>• Research focus</td>
</tr>
<tr>
<td>• Methodology</td>
<td></td>
<td>• Discussion and evaluation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Marks</th>
<th>Marks</th>
<th>Marks</th>
<th>Marks</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>6</td>
<td>12</td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>

Total marks available: 34
**Criterion A: Focus and method**

This criterion focuses on the topic, the research question and the methodology. It assesses the explanation of the focus of the research (this includes the topic and the research question), how the research will be undertaken, and how the focus is maintained throughout the essay.

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptor of strands and indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard outlined by the descriptors below.</td>
</tr>
<tr>
<td>1–2</td>
<td>The topic is communicated unclearly and incompletely.</td>
</tr>
<tr>
<td></td>
<td>• Identification and explanation of the topic is limited; the purpose and focus of the research is unclear, or does not lend itself to a systematic investigation in the subject for which it is registered.</td>
</tr>
<tr>
<td></td>
<td>• The research question is stated but not clearly expressed or too broad.</td>
</tr>
<tr>
<td></td>
<td>• The research question is too broad in scope to be treated effectively within the word limit and requirements of the task, or does not lend itself to a systematic investigation in the subject for which it is registered.</td>
</tr>
<tr>
<td></td>
<td>• The intent of the research question is understood but has not been clearly expressed and/or the discussion of the essay is not focused on the research question.</td>
</tr>
<tr>
<td></td>
<td>Methodology of the research is limited.</td>
</tr>
<tr>
<td></td>
<td>• The source(s) and/or method(s) to be used are limited in range given the topic and research question.</td>
</tr>
<tr>
<td></td>
<td>• There is limited evidence that their selection was informed.</td>
</tr>
<tr>
<td>3–4</td>
<td>The topic is communicated.</td>
</tr>
<tr>
<td></td>
<td>• Identification and explanation of the research topic is communicated; the purpose and focus of the research is adequately clear, but only partially appropriate.</td>
</tr>
<tr>
<td></td>
<td>The research question is clearly stated but only partially focused.</td>
</tr>
<tr>
<td></td>
<td>• The research question is clear but the discussion in the essay is only partially focused and connected to the research question.</td>
</tr>
<tr>
<td></td>
<td>Methodology of the research is mostly complete.</td>
</tr>
<tr>
<td></td>
<td>• Source(s) and/or method(s) to be used are generally relevant and appropriate given the topic and research question.</td>
</tr>
</tbody>
</table>
• There is some evidence that their selection(s) was informed.

If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than four marks can be awarded for this criterion.

5–6

The topic is communicated accurately and effectively.
• Identification and explanation of the research topic is effectively communicated; the purpose and focus of the research is clear and appropriate.

The research question is clearly stated and focused.
• The research question is clear and addresses an issue of research that is appropriately connected to the discussion in the essay.

Methodology of the research is complete.
• An appropriate range of relevant source(s) and/or method(s) have been applied in relation to the topic and research question.
• There is evidence of effective and informed selection of sources and/or methods.

**Criterion B: Knowledge and understanding**

This criterion assesses the extent to which the research relates to the subject area/discipline used to explore the research question, or in the case of the world studies extended essay, the issue addressed and the two disciplinary perspectives applied, and additionally the way in which this knowledge and understanding is demonstrated through the use of appropriate terminology and concepts.

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptor of strands and indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard outlined by the descriptors below.</td>
</tr>
<tr>
<td>1–2</td>
<td>Knowledge and understanding is limited.</td>
</tr>
<tr>
<td></td>
<td>• The selection of source material has limited relevance and is only partially appropriate to the research question.</td>
</tr>
<tr>
<td></td>
<td>• Knowledge of the topic/discipline(s)/issue is anecdotal, unstructured and mostly descriptive with sources not effectively being used.</td>
</tr>
</tbody>
</table>

**Use of terminology and concepts is unclear and limited.**

• Subject-specific terminology and/or concepts are either missing or inaccurate, demonstrating limited knowledge and understanding.
<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptor of strands and indicators</th>
</tr>
</thead>
</table>
| 3–4   | **Knowledge and understanding is good.**  
   - The selection of source material is mostly relevant and appropriate to the research question.  
   - Knowledge of the topic/discipline(s)/issue is clear; there is an understanding of the sources used but their application is only partially effective.  
   **Use of terminology and concepts is adequate.**  
   - The use of subject-specific terminology and concepts is mostly accurate, demonstrating an appropriate level of knowledge and understanding.  
   **If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than four marks can be awarded for this criterion.** |
| 5–6   | **Knowledge and understanding is excellent.**  
   - The selection of source materials is clearly relevant and appropriate to the research question.  
   - Knowledge of the topic/discipline(s)/issue is clear and coherent and sources are used effectively and with understanding.  
   **Use of terminology and concepts is good.**  
   - The use of subject-specific terminology and concepts is accurate and consistent, demonstrating effective knowledge and understanding. |

**Criterion C: Critical thinking**

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptor of strands and indicators</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td><strong>The work does not reach a standard outlined by the descriptors below.</strong></td>
</tr>
</tbody>
</table>
| 1–3   | **The research is limited.**  
   - The research presented is limited and its application is not clearly relevant to the RQ.  
   **Analysis is limited.**  
   - There is limited analysis. |
- Where there are conclusions to individual points of analysis these are limited and not consistent with the evidence.

### Discussion/evaluation is limited.

- An argument is outlined **but** this is limited, incomplete, descriptive or narrative in nature.
- The construction of an argument is unclear and/or incoherent in structure hindering understanding.
- Where there is a final conclusion, it is limited and not consistent with the arguments/evidence presented.
- There is an attempt to evaluate the research, but this is superficial.

**If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than three marks can be awarded for this criterion.**

<table>
<thead>
<tr>
<th>4–6</th>
<th>The research is adequate.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>- Some research presented is appropriate and its application is partially relevant to the Research question.</td>
</tr>
</tbody>
</table>

### Analysis is adequate.

- There is analysis **but** this is only partially relevant to the research question; the inclusion of irrelevant research detracts from the quality of the argument.
- Any conclusions to individual points of analysis are only partially supported by the evidence.

### Discussion/evaluation is adequate.

- An argument explains the research **but** the reasoning contains inconsistencies.
- The argument may lack clarity and coherence **but** this does not significantly hinder understanding.
- Where there is a final or summative conclusion, this is only partially consistent with the arguments/evidence presented.
- The research has been evaluated but not critically.

<table>
<thead>
<tr>
<th>7–9</th>
<th>The research is good.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- The majority of the research is appropriate and its application is clearly relevant to the research question.</td>
</tr>
</tbody>
</table>

### Analysis is good.

- The research is analysed in a way that is clearly relevant to the research question; the inclusion of less relevant research rarely detracts from the quality of the overall analysis.
<table>
<thead>
<tr>
<th>10–12</th>
<th><strong>The research is excellent.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>The research is appropriate to the research question and its application is consistently relevant.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>Analysis is excellent.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>The research is analysed effectively and clearly focused on the research question; the inclusion of less relevant research does not significantly detract from the quality of the overall analysis.</td>
</tr>
<tr>
<td>•</td>
<td>Conclusions to individual points of analysis are effectively supported by the evidence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>Discussion/evaluation is excellent.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>An effective and focused reasoned argument is developed from the research with a conclusion reflective of the evidence presented.</td>
</tr>
<tr>
<td>•</td>
<td>This reasoned argument is well structured and coherent; any minor inconsistencies do not hinder the strength of the overall argument or the final or summative conclusion.</td>
</tr>
<tr>
<td>•</td>
<td>The research has been critically evaluated.</td>
</tr>
</tbody>
</table>
### Criterion D: Presentation

This criterion assesses the extent to which the presentation follows the standard format expected for academic writing and the extent to which this aids effective communication.

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptor of strands and indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard outlined by the descriptors below.</td>
</tr>
</tbody>
</table>
| 1–2   | Presentation is acceptable.  
  - The structure of the essay is generally appropriate in terms of the expected conventions for the topic, argument and subject in which the essay is registered.  
  - Some layout considerations may be missing or applied incorrectly.  
  - Weaknesses in the structure and/or layout do not significantly impact the reading, understanding or evaluation of the extended essay. |
| 3–4   | Presentation is good.  
  - The structure of the essay clearly is appropriate in terms of the expected conventions for the topic, the argument and subject in which the essay is registered.  
  - Layout considerations are present and applied correctly.  
  - The structure and layout support the reading, understanding and evaluation of the extended essay. |

### Criterion E: Engagement

This criterion assesses the student’s engagement with their research focus and the research process. It will be applied by the examiner at the end of the assessment of the essay, and is based solely on the candidate’s reflections as detailed on the RPPF, with the supervisory comments and extended essay itself as context.

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptor of strands and indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard outlined by the descriptors or a RPPF has not been submitted.</td>
</tr>
</tbody>
</table>
| 1–2   | Engagement is limited.  
  - Reflections on decision-making and planning are mostly descriptive. |
| 3–4 | **Engagement is good.**  
|  | • Reflections on decision-making and planning are analytical and include reference to conceptual understanding and skill development.  
|  | • These reflections communicate a moderate degree of personal engagement with the research focus and process of research, demonstrating some intellectual initiative. |

| 5–6 | **Engagement is excellent.**  
|  | • Reflections on decision-making and planning are evaluative and include reference to the student’s capacity to consider actions and ideas in response to challenges experienced in the research process.  
|  | • These reflections communicate a high degree of intellectual and personal engagement with the research focus and process of research, demonstrating authenticity, intellectual initiative and/or creative approach in the student voice. |
**IB Extended Essay - Checklist for submission**

<table>
<thead>
<tr>
<th>Review your Extended Essay for the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you have a Title Page? Does it include:</td>
</tr>
<tr>
<td>- Research Question</td>
</tr>
<tr>
<td>- Name and candidate number</td>
</tr>
<tr>
<td>- Word Count</td>
</tr>
<tr>
<td>2. Is your essay within the 4000 word limit? (This includes quotes but <strong>not</strong> the Abstract)</td>
</tr>
<tr>
<td>3. Does your Abstract appear after your title page and before your Contents page?</td>
</tr>
<tr>
<td>4. Do you have a Contents page?</td>
</tr>
<tr>
<td>Does it include any section headings</td>
</tr>
<tr>
<td>5. Are all pages numbered?</td>
</tr>
<tr>
<td>6. Does your Introduction include:</td>
</tr>
<tr>
<td>- Why the chosen topic is important, interesting, or worthy of study?</td>
</tr>
<tr>
<td>- An attempt to place the topic in an appropriate context?</td>
</tr>
<tr>
<td>- Clearly and precisely stated research question or hypothesis?</td>
</tr>
<tr>
<td>A clear statement of the thesis and argument?</td>
</tr>
<tr>
<td>7. Have you titled you Introduction?</td>
</tr>
<tr>
<td>8. Are all diagrams, charts and graphs indexed and labeled and sources referenced where applicable?</td>
</tr>
<tr>
<td>9. Are all necessary terms defined/explained?</td>
</tr>
<tr>
<td>10. Is every reference cited consistently and correctly using a recognised referencing style?</td>
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<tr>
<td>11. Does your Conclusion address:</td>
</tr>
<tr>
<td>- Any unresolved issues?</td>
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<tr>
<td>- Any new issues or questions that have emerged?</td>
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<tr>
<td>- Limitations that may have emerged during the process of researching and writing?</td>
</tr>
<tr>
<td>12. Is your Conclusion titled?</td>
</tr>
<tr>
<td>13. Does your Bibliography include all the works you have cited?</td>
</tr>
<tr>
<td>14. Does your Bibliography specify author(s), title, date of publication and publisher for every reference?</td>
</tr>
<tr>
<td>15. Are all internet resources cited correctly with date of access included?</td>
</tr>
<tr>
<td>16. Are your Bibliographic sources cited consistently and correctly?</td>
</tr>
<tr>
<td>17. If you have Appendices, do they contain only relevant information?</td>
</tr>
<tr>
<td>18. Are all references to the Appendices clearly cross-referenced and labelled?</td>
</tr>
<tr>
<td>19. Have you included your RPPF?</td>
</tr>
<tr>
<td>20. When you answer ‘yes’ to all of the above, put your essay through Turnitin and you are ready to submit.</td>
</tr>
</tbody>
</table>
### Extended Essay Topic Proposal 2017/2018

<table>
<thead>
<tr>
<th>Student Name</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Subject area of your EE</td>
<td></td>
</tr>
<tr>
<td>Potential Topic Area</td>
<td>1.</td>
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<tr>
<td></td>
<td>2.</td>
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<tr>
<td></td>
<td>3.</td>
</tr>
<tr>
<td>Language of the Essay</td>
<td></td>
</tr>
<tr>
<td>Potential Supervisors</td>
<td></td>
</tr>
<tr>
<td><strong>Student Name</strong></td>
<td></td>
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<td>------------------</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Subject area of your EE and Research Topic</strong></th>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Research Question (this should be very focused)</strong></th>
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</table>

<table>
<thead>
<tr>
<th><strong>Aims of the research</strong></th>
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</table>

<table>
<thead>
<tr>
<th><strong>Methods: Types of resources to be used eg journals, newspapers, books, internet sites, interviews – of whom, experiments</strong></th>
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</table>

<table>
<thead>
<tr>
<th><strong>How will I access these resources?</strong></th>
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<td></td>
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</tbody>
</table>
Notes: