



**INTERNATIONAL SCHOOL SUVA**

*World Class Citizens ~ Life long Learners*

**International Baccalaureate**

**Diploma Programme**

**Extended Essay Handbook**

Information booklet for students, supervisors and parents  
Adapted from the Extended Essay Guide published by IBO

# IB Extended Essay

This document extracted relevant sections from *IB Extended Essay Guide* published by IBO (February, 2016). It includes all essential information regarding the extended essay for both students and supervisors.

A digital copy of this handbook and all relevant EE documents can be found in [ISS Extended Essay](#) folder.

The drive is shared with students and supervisors (using ISS Gmail addresses to login). If you need assistance to access this folder, please contact the DP coordinator.

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# 1. Overview of the extended essay

## 1.1 The extended essay at a glance<sup>1</sup>

The extended essay is an in-depth study of a focused topic chosen from 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 include 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 \(RPPF\)\*](#).

## 1.2 Key features of the extended essay<sup>2</sup>

The extended essay is compulsory for all students taking the Diploma Programme.

- 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.
- 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.

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<sup>1</sup> Page 34 Extended essay Guide, updated August 2019, IBO, Switzerland

<sup>2</sup> Page 34 Extended essay Guide, updated August 2019, IBO, Switzerland

### 1.3 The nature of the extended essay<sup>3</sup>

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.

In an extended essay student 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

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<sup>3</sup> Page 36 Extended essay Guide, updated August 2019, IBO, Switzerland

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 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 institutions and employers. The extended essay embodies the essence of an IB education in developing inquiring, critical, lifelong learners.

#### 1.4 Aims of the extended essay <sup>4</sup>

The aims of the extended essay are for students to:

- engage in independent research with intellectual initiative and rigour
- develop research, thinking, self-management and communication skills
- reflect on what has been learned throughout the research and writing process.

#### 1.5 Assessment objectives of the extended essay <sup>5</sup>

Students are expected to achieve the following assessment objectives in the process of working on the extended essay:

Assessment objectives	
Knowledge and understanding	<ul style="list-style-type: none"> <li>• To demonstrate knowledge and understanding of the topic chosen and the research question posed.</li> <li>• To demonstrate knowledge and understanding of subject specific terminology and/or concepts.</li> <li>• To demonstrate knowledge and understanding of relevant and/or appropriate research sources and/or methods used to gather information.</li> </ul>
Application and analysis	<ul style="list-style-type: none"> <li>• To select and apply research that is relevant and appropriate to the research question.</li> <li>• To analyse the research effectively and focus on the research question.</li> </ul>

<sup>4</sup> Page 37 Extended essay Guide, updated August 2019, IBO, Switzerland

<sup>5</sup> Page 38 Extended essay Guide, updated August 2019, IBO, Switzerland



Synthesis and evaluation	<ul style="list-style-type: none"> <li>• To be able to discuss the research in terms of a clear and coherent reasoned argument in relation to the research question.</li> <li>• To be able to critically evaluate the arguments presented in the essay.</li> <li>• To be able to reflect on and evaluate the research process.</li> </ul>
A variety of (research) skills	<ul style="list-style-type: none"> <li>• To be able to present information in an appropriate academic format.</li> <li>• To understand and demonstrate academic integrity.</li> </ul>

## 1.6 Reflection in the extended essay<sup>6</sup>

Being reflective is one attribute of the IB learner profile:

*“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.”*

Student reflection in the extended essay is a critical evaluation of the decision-making process. It demonstrates the evolution and discovery of conceptual understandings as they relate to the research question and sources. Reflection demonstrates the rationale for decisions made and the skills and understandings developed, as well as the authenticity and intellectual initiative of the student voice. Effective reflection highlights the journey the student has taken to engage in an intellectual and personal process as well as how it has changed him or her as a learner and affected the final essay.

Reflection must be documented on the RPPF and is explicitly assessed under assessment criterion E (engagement).

- Reflection in the extended essay focuses on the student’s progress during the planning, research and writing process. It is intended to help students with the development of their extended essay as well as allowing them the opportunity to consider the effectiveness of their choices, to re-examine their ideas and to decide whether changes are needed.
- The emphasis in the extended essay is on **process** reflection, characterized by reflecting on conceptual understandings, decision-making, engagement with data, the research process, time management, methodology, successes and challenges, and the appropriateness of sources.

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<sup>6</sup> Page 40 - 41 Extended essay Guide, updated August 2019, IBO, Switzerland

- Students will be encouraged to informally reflect throughout the experience of researching and writing the extended essay, but are required to reflect formally during the reflection sessions with their supervisor and when completing the RPPF.

As a part of the extended essay, students will be expected to show evidence of intellectual growth, critical and personal development, intellectual initiative and creativity. This should be facilitated by the use of the Researcher’s reflection space. The most successful students will be able to show an appreciation that learning is complex and that they are able to consider their actions and ideas in response to challenges that they may experience during the research process.

These skills may include:

- critical thinking
- decision-making
- general research
- planning
- referencing and citations
- specific research methodology
- time management.

### 1.7 List of available subjects for EE at ISS in 2021

<b>Group 1 Studies in language and literature</b>
<b>Category 1</b> – Study of a literary work(s) originally written in the language in which the EE is presented.
<b>Category 2</b> – Study of a literary work(s) originally written in the language of the EE compared with literary work(s) originally written in another language.
<b>Category 3</b> – Studies in language based on work(s) originally written in the language in which it is presented.
<b>Group 2 Language acquisition</b>
<b>Category 1</b> – A specific analysis of the language, normally related to its cultural context or a specific text.
<b>Category 2</b> – A sociocultural analysis of the impact a particular issue on the form or use of the language (language use or cultural artifacts).
<b>Category 3</b> – An analysis of a literary type, based on work(s) exclusively from the target language.

<b>Group 3 Individuals and societies</b>
Business management Economics History
<b>Group 4 The sciences</b>
Biology Chemistry Physics
<b>Group 5 Mathematics</b>
Mathematics
<b>Group 6 The Arts</b>
Visual Arts
<b>World Studies</b>
Theme 1. Science, technology and society; Theme 2. Culture, language and identity; Theme 3. Conflict, peace and security; Theme 4. Equality and inequality; Theme 5. Health and development; Theme 6. Environmental and/or economic sustainability.

## 1.8 Procedure of choosing extended essay supervisors

At ISS, each supervisor is maximum responsible for supervising 2 students' extended essays per examination session.

Students first attend the Extended Essay (EE) Introduction workshop lead by the DP coordinator and have access to varied resources, including subject specific guidance, EE handbook, unpacking EE criteria and ethical guidelines. Students then further explore the subject areas that they have personal interests in details. They are encouraged to have some individual discussions with the DP coordinator and specific subject teachers to get some clarifications before working on their proposal forms (see Appendix 1).

Students are given 2 weeks after the EE introduction to submit their proposal forms to their preferred supervisors. Supervisors will go through the proposal form to decide whether accepting the role as supervisor to supervise the student's extended essay or rejecting it due to insufficient information given in the proposal. Should the proposal form be rejected, students are expected to talk to the supervisor personally in order to modify their proposal form for re-submission.

Students are encouraged to approach different possible supervisors to discuss their proposals so that a range of perspectives and feedbacks can help students finalize their proposals.

Once the supervisor agrees to supervise the Extended Essay, [the extended essay agreement form](#) (see Appendix 2) should be signed by the supervisor, the student and his/her caregivers.

## 2. Supporting the extended essay

### 2.1 Administrative requirements of the extended essay<sup>7</sup>

	Required action
<b>DP Coordinator</b>	<ul style="list-style-type: none"> <li>• Ensure that each student has an appropriately qualified supervisor, who is a member of staff within the school.</li> <li>• Introduce, explain and support the reflection process.</li> <li>• Provide supervisors and students with the general and subject-specific information and guidelines for the extended essay contained in this guide and the accompanying teacher support material.</li> <li>• Ensure that the RPPF is completed and signed by the student and supervisor and submitted to the IB with the essay for assessment.</li> <li>• Provide exemplars of extended essays to supervisors and students.</li> <li>• Ensure that supervisors and students are familiar with the IB documents <a href="#">Academic honesty in the IB educational context</a> and <a href="#">Effective citing and referencing</a>.</li> <li>• Explain to students the importance of the extended essay in the overall context of the Diploma Programme, including the requirement to achieve a D grade or higher in order to be awarded the Diploma.</li> <li>• Explain to students that they will be expected to spend up to 40 hours on their extended essay.</li> </ul>
<b>Supervisors</b>	<ul style="list-style-type: none"> <li>• Undertake three mandatory reflection sessions with the student.</li> <li>• Ensure that students complete the RPPF, and initial and date the form after each entry by the student.</li> <li>• Provide a supervisory comment, which is used to contextualize the student's reflections.</li> </ul>

<sup>7</sup> Page 42 - 43 Extended essay Guide, updated August 2019, IBO, Switzerland

<p><b>Students</b></p>	<ul style="list-style-type: none"> <li>• Choose a subject from the available extended essay list.</li> <li>• In the case of the world studies extended essay, an issue of global, contemporary significance within one of the six world studies themes.</li> <li>• Observe the regulations with regard to the extended essay, including the IB's <a href="#">ethical guidelines</a>.</li> <li>• Read and understand the subject-specific requirements for the subject in which you intend to complete your extended essay, including the interpretation of the assessment criteria.</li> <li>• Meet all <a href="#">internal deadlines</a> set by your school in relation to the extended essay.</li> <li>• Understand concepts related to academic honesty, including plagiarism and collusion, for example, and ensure that you have acknowledged all sources of information and ideas in a consistent manner. This also includes understanding the implications of the <a href="#">General regulations: Diploma Programme</a> should there be a breach of these.</li> <li>• Attend three mandatory reflection sessions with your supervisor, the last of which is the viva voce.</li> <li>• Record your reflections on the <a href="#">RPPF</a> for submission as part of the assessment of criterion E (engagement).</li> </ul>
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## 2.2 Pedagogical support for the extended essay<sup>8</sup>

### The role of the Diploma Programme coordinator



The Diploma Programme coordinator will set the tone for how the extended essay is undertaken and how students and supervisors engage with the process. The DP coordinator need to:

- Ensure that students are taught the necessary research skills, including those related to academic honesty and technology literacy, which refers to the ability to access and use technology responsibly. This includes accessing and using electronically based sources.
- Support the introduction and use of the Researcher's reflection space as an integral part of the extended essay process.
- Limit the number of students allocated to each supervisor to ensure the appropriate level of supervision can be provided for each student.

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<sup>8</sup> Page 44 - 52 Extended essay Guide, updated August 2019, IBO, Switzerland

- Provide appropriate training and ongoing support for supervisors.

Do: 	Do not: 
✓ ensure a sufficient number of supervisors are available per examination session	× allocate too many students to each supervisor
✓ develop training programmes for supervisors to encourage more staff members to take on this valuable role	× discourage students from taking certain subjects without reason
✓ highlight the importance of the Researcher's reflection space	× rely on supervisors to ensure that students have all the necessary key skills, such as referencing or research methodologies.
✓ ensure that policies such as the academic honesty policy are fully embedded into the preparation of students for the extended essay	
✓ make programme resource centre resources available to supervisors, such as extended essay exemplars and subject reports	
✓ monitor the correct completion of the RPPF.	

### The role of the Supervisor

The supervisor plays an important role in helping students to plan and undertake their research for the extended essay. The relationship should be an active two-way process with the supervisor primarily there to support and guide the student, during the supervision and reflection sessions, at the planning stage, and when the student is carrying out and writing up their research. This is done through the supervision process, including the three mandatory reflection sessions and the completion of the RPPF.

It is the responsibility of the supervisor to ensure that students are familiar with the requirements of the extended essay. Supervisors and students **must** discuss:

- the nature of the extended essay
- their chosen subject, topic and research question
- the most appropriate research methods to be used given the subject for which the student is submitting their essay
- the formal requirements for the completion of the task.

Students should be encouraged to initiate discussions with their supervisor to obtain advice and information and the role of the supervisor should be explained to them so that there is a shared understanding of expectations and responsibilities. Supervisors must ensure that they understand the important role they play in supporting students in this process. However, if a student could not have completed the work without substantial support from their supervisor, this should be reported to the Diploma Programme coordinator. Additionally, if the student has received substantial support from a teacher but has not declared this, then this also must be recorded in the summative comment made by the supervisor on the RPPF. If academic misconduct is suspected, supervisors must report this to the Diploma Programme coordinator initially.



Supervisors are **required** to:

- undertake three mandatory reflection sessions with each student they are supervising
- initial and date each reflection summarized on the *RPPF* 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.
- 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 3 and 5 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:
  - access to appropriate resources (such as people, a library, a laboratory)
  - research methods
  - how to cite and reference.

Do: 	Do not: 
✓ ensure you feel prepared to undertake the role of the supervisor	× overlook the role or give it insufficient time
✓ help students to arrive at a focused research question which is feasible within the scope of the task, time available, and the student’s ability	× use the reflections or check-in sessions to address key skills such as research methodology and referencing; instead, speak to the Diploma Programme coordinator about more effective cohort-wide provision.
✓ emphasize the importance of the reflection sessions as supported by a detailed Researcher’s reflection space	
✓ ensure that students are given copies of relevant publications available on the programme resource centre, such as policies, exemplars and subject reports	
✓ ensure you are fully familiar with both the assessment requirements of the subject you are supervising as detailed in	



the relevant chapter of the Extended essay guide, as well as the generic requirements	
✓ monitor the progress of the students and encourage them to develop skills relevant to their research and writing	
✓ comment fully on one draft of the extended essay within the parameters permitted	
✓ ensure adequate availability to students for checking and reflection sessions	



### The role 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.



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

### The role of the Librarian

Librarians are uniquely positioned to play an important and effective role in the extended essay process and are able to support students in the development of information literacy and research skills. Students are often overwhelmed at the amount of unfiltered information available to them, so they need to develop the skills to be able to raise questions and evaluate the authenticity, validity and reliability of sources.

In order to support the extended essay, librarians can provide important and additional support in the development of the fundamental research and information literacy skills. The school librarian can provide leadership and expertise in the selection, acquisition, evaluation, and organization of information resources and technologies in all formats, as well as expertise in the ethical use of information. These are all important concepts and practices students need to understand.

The librarian can also create partnerships with local public and university libraries to allow Diploma Programme students access to resources outside of the school for the extended essay process.

Do: 	Do not: 
✓ oversee the scheduling of the extended essay process	× comment on any part of the essay if they are not the supervisor
✓ offer lessons and workshops in information literacy and research skills	× propose or revise research questions
✓ build partnerships with public and university libraries	× undertake searches for information on behalf of students beyond guiding them on how to use search systems
✓ act as a supervisor for extended essay students, if appropriately qualified	× provide a pre-formatted template for the extended essay
✓ support students in terms of accessing adequate print and online sources	× correct bibliographies or citations.
✓ help train students and teachers on using the extended essay guidelines and information	
✓ provide guidance to students on how to format a formal essay using word processing software	
✓ support and provide guidance to students on how to develop the Researcher's reflection space	
✓ provide training and support on the concept of academic honesty, including an introduction to how to cite correctly and consistently	

### 2.3 Researcher's reflection space<sup>9</sup>

Student reflection in the extended essay is critical. Effective reflection highlights the engagement of the student in an intellectual and personal process and how this has changed the student as a

<sup>9</sup> Page 54 - 56 Extended essay Guide, updated August 2019, IBO, Switzerland

learner and affected the completion of that individual's essay. The IB considers this to be a central component of a successful research process as it:

- supports student learning, thinking and critical analysis throughout the research process
- helps to stimulate discussions between the student and supervisor
- aids the reflection process.

A well-used RRS will aid the reflection sessions students have with their supervisor, as elements of it can be used to stimulate and inform discussion. This will help students to move towards a more evaluative understanding of the research process and the choices they make as part of this.

Finally, the RRS will contribute to a richer and more personally rewarding experience with the extended essay overall.

### **The nature of the RRS**

Use of the RRS is strongly recommended as it will allow the student to more clearly articulate and understand their decision-making process. It supports learning, thinking, critical analysis and evaluation, and contributes not only to the development of a successful extended essay but also to skills and competencies for pathways beyond the Diploma Programme.

Encouraging students to develop a RRS will provide benefits in terms of the management of their workload and focus on their extended essay. The RRS is a personal learning environment that can be either a physical or virtual support tool. 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<sup>®</sup>
- record emerging questions.

## The role of the RRS

Created by students to support their engagement in the planning and decision-making process, the RRS helps to develop critical and evaluative thinking skills. It is also a planning tool that helps to scaffold the development of approaches to learning skills and conceptual understandings that occur throughout the research process. Additionally, the RRS tracks the evolution of thought as it relates to the development of an argument. It helps the student to personally connect to the topic and may motivate them in meaningful ways to successfully complete the extended essay. Finally, supervisors will be able to more effectively authenticate the student voice in that the RRS links directly to elements that will eventually be found in the essay itself. The RRS is intended to make the entire supervision process more meaningful.

Insights and information recorded in the RRS are expected to form the basis for and find direct expression in the essay, reflection sessions and RPPF. 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.

## The student-supervisor relationship

Students can use the RRS to prepare for their reflection sessions with their supervisors.

Reflection session	Description
<b>The first reflection session</b>	Students are encouraged to include in their RRS examples of initial topic exploration, possible sources and methods, preliminary research questions and their personal reactions to the issues. In attending their first reflection session with their supervisor, students can use notes made in the RRS as the basis for discussion as well as to demonstrate the progress students have made in the research process.
<b>The interim reflection session</b>	As their RRS develops, students can demonstrate the progress of their thinking, the development of their argument and raise any questions they may have with their supervisor. At this stage the RRS may include reactions to readings, progress in the timeline for completion of the extended essay, a possible outline of

	arguments, challenges encountered and the strategies used to overcome them.
<b>The final reflection session—viva voce</b>	During the viva voce, which takes place at the completion of the extended essay process, the RRS can form the basis for discussion about the process of completing the essay. Students can show what they have learned about the topic, the research process followed, their own learning, as well as outlining new questions they have uncovered. Most importantly, during the viva voce the RRS may help to highlight the personal significance of the work to the student and ultimately contribute to the supervisor's report.

### 3. Supervision process<sup>10</sup>

In order for students to be successful in the completion of the extended essay, the process needs to be structured and must incorporate a supervision process of 3–5 recommended hours to include three formal reflection sessions between the student and the supervisor as well as supervision sessions called check-in sessions.

The recording of reflections on the RPPF is mandatory and must be submitted with the completed extended essay for assessment under criterion E (engagement). To prepare for these sessions and ensure that they are meaningful and purposeful, the student needs to undertake a number of preparatory steps which are outlined in the following section.

#### 3.1 Check-in sessions

Students are encouraged to meet with their supervisor in between (and in addition to) the formal reflection sessions. Supervision time should meet the needs of the individual student; therefore, the frequency and duration of these meetings will depend on the needs of the student and the supervisor's requirements. Supervision time may consist of an occasional 10-minute check-in to discuss a timeline or clarification of a comment made by the supervisor. It may also include a more lengthy discussion about particular issues, for example, regarding access to resources. These supervision sessions do not form part of the formal reflection process and do **not need** to be reported on the RPPF.

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<sup>10</sup> Page 57 – 66 Extended essay Guide, updated August 2019, IBO, Switzerland

### 3.2 Formal reflection sessions

These are the mandatory sessions that **must be recorded** on the RPPF. It is recommended that these sessions last 20–30 minutes. During these sessions students should share excerpts from their Researcher’s reflection space with their supervisor. These sessions should **focus on progress made so far** and **set clear objectives for moving forward** in the research process. Students should be prepared for these sessions and the meetings should be a dialogue guided by questions posed by the supervisor.

### 3.3 Supporting the mandatory reflection sessions

Following each formal reflection session, students are required to complete the relevant comment section on the form and submit it to their supervisor. The supervisor must then initial and date the form and after the final reflection session, the viva voce, add their own comment. Following the completion of all three sessions, the form will be submitted to the International Baccalaureate along with the completed extended essay. An incomplete form will impact the examiner’s ability to apply assessment criterion E (engagement) and will result in the student receiving a lower mark for this criterion. A mark of 0 is awarded for criterion E when a RPPF is not submitted, or is submitted in a language other than that of the essay.

### 3.4 Protocols on completing and submitting the Reflections on Planning and Progress Form (RPPF)

Completing the RPPF is a requirement for the submission of the extended essay. It plays an important role in the assessment of the final essay and of the student’s engagement with the process of independent research.

The **maximum total word limit** for the three reflections on the RPPF is **500 words**. Examiners will not read or assess beyond the maximum limit. Students whose word count exceeds this will compromise the assessment of their reflection as higher order reflections are more likely to be present in the latter stages of the reflection process.

RPPF must be completed in the language of the extended essay submission. RPPFs submitted in a language other than that of the essay will be awarded 0 for criterion E. If the RPPF is not submitted, or is blank, a 0 will be awarded for criterion E as well.

Students are required to submit reflection to their supervisors **within 3 school days** after each formal reflection session takes place. Supervisors are expected to initial the form and save it to the drive link provided by DP Coordinator **within 5 school days** after the formal reflection session takes place. This system helps to ensure the integrity of the form.

#### **An important note**

Once students have written their reflection and this has been initialed and dated by their supervisor they must not make changes to these comments. Examiners want to see the progression of ideas through the three reflection comments and if students make amendments at a later stage of the process this will undermine the authenticity of their experiences and affect the way in which examiners apply criterion E.

In appropriate circumstances, as long as reflection statements are not qualitatively changed, supervisors may oversee and authorise the deletion of content from the first and interim reflections in order to enable a student to include sufficient words in his/her final reflection. It is, however, expected that early in the extended essay process students will receive appropriate guidance regarding the allocation of words to the three reflection statements.

### **3.5 Reflection sessions**

#### **Preparation for the first reflection session**

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.

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?

### **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.

#### **Important reminder**

Following this first session, the student is required to complete the first student comment section of the RPPF and submit it to their supervisor who must then initial 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.

### **The interim 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

#### **Important reminder**

Following this interim session, the student is required to complete the second student comment section of the RPPF and submit it to their supervisor who must then initial and date the form.

for submission.

#### **Accommodating a change of direction**



If the student or supervisor is not satisfied that the goals of the research are being met, further supervision sessions may be appropriate.

Students who find that they need to change direction in their research or adjust the formulation of their research question should demonstrate the thinking that led them to these decisions in their second reflection on the RPPF. They must **not** go back and adjust their initial reflections, as the purpose of the form is to demonstrate the evolution of their thinking in the research process.

#### **Commenting on a draft version of the extended essay**

Commenting on one completed draft of the essay is a very important aspect of the latter stages in the process, and the last point at which the supervisor sees the essay before it is finally uploaded for submission. It is therefore vital that the level of support given is appropriate—too little support and the ability of the student to meet their potential is compromised; too much help and it will not be the work of an independent learner.

The student is expected to submit the essay to the supervisor at least **5 working days** prior to a supervision session to allow the supervisor having sufficient time to read the draft and prepare their comments. This should be followed by a one-to-one discussion between the supervisor and the student in which they go through the comments together as these become a starting point for a dialogue about the essay. This advice should be in terms of the way the work could be improved, but the draft must not be heavily annotated or edited by the supervisor.

Can do: 	Can't do: 
✓ Comments can be added that indicate that the essay could be improved.	× Correct spelling and punctuation.
✓ Comments should be open-ended and not involve editing the text.	× Correct experimental work or mathematics.
	× Re-write any of the essay.
	× Indicate where whole sections of the essay would be better placed.
	× Proofread the essay for errors.
	× Correct bibliographies or citations.

### Examples of comments permitted

<p><b>Issue 1:</b> the research question is expressed differently in three places (the title page, the introduction and the conclusion).</p> <p><b>Comment:</b> Is your research question consistent through the essay, including on the title page?</p>
<p><b>Issue 2:</b> the essay rambles and the argument is not clear.</p> <p><b>Comment:</b> Your essay lacks clarity here. How might you make it clearer?</p>
<p><b>Issue 3:</b> the student has made a mistake in their calculations.</p> <p><b>Comment:</b> Check this page carefully.</p>
<p><b>Issue 4:</b> the student has left out a section of the essay.</p> <p><b>Comment:</b> You are missing something here. What is it? Check the essay against the requirements.</p>
<p><b>Issue 5:</b> the essay places something in the appendix that should be in the body of the essay.</p> <p><b>Comment:</b> Are you sure this belongs here?</p>
<p><b>Issue 6:</b> the conclusion is weak.</p> <p><b>Comment:</b> What is it that you are trying to say here? Have you included all your relevant findings? Have you looked at unanswered questions?</p>
<p><b>Issue 7:</b> the essay has an incomplete citation.</p> <p><b>Comment:</b> You need to check this page for accuracy of referencing.</p>

Supervisors and students are strongly recommended to use [Unpacking the Criteria of Extended Essay](#) document during the commenting draft session, as this helps students to understand the expectations of each criteria and to identify areas to improve so that they can edit their drafts more specifically align to the assessment criteria.

[Appendix 3 EE Criteria Feedback Form](#) can be used as the outline to conduct the feedback session. Students can use this form to take notes during the session to ensure feedback from supervisors is recorded in details so that they can edit their draft accordingly.

**Important reminder**

It is permissible for students to give their supervisor sections of the extended essay to read, but the same section of work should not be looked at repeatedly by the supervisor, nor should it be heavily annotated or edited. Students and supervisors must be clear that **only one** complete draft of the essay is permitted to be looked at by the supervisor.

**Submission requirements**

After commenting on one full draft, the next version of the essay that the supervisor sees must be the final one submitted to them before the viva voce. This version of the extended essay must not contain any comments from the supervisor or any other person. Once this version has been submitted to the supervisor and discussed, students are not permitted to make any further changes to it, unless deemed appropriate by the supervisor because of an administrative error. For this reason, it is important that students are advised to ensure that it meets all formatting and submission requirements before they submit it.

**Preparation for the final reflection session (*viva voce*)**

Supervisors must have already read the final version of the essay, sent 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.

**Important reminder**

Students must not be allowed to make any changes to their extended essay after this meeting. It is the supervisor's responsibility to ensure that changes are not made once students have submitted their essay as final.

## 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 RPPF will be incomplete.

The *viva voce* is conducted once the student has submitted the final version of their extended essay. 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 RPPF.

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 RPPF, 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 by the student 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. In 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 RPPF.

- 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.

### Important reminder

Following this final session, the student is required to complete the last student comment section of the RPPF and submit it to the supervisor, who must then add his or her own comments, and initial 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.

## 4. Extended Essay working process

### 4.1 Extended Essay Timeline

#### Year 1 – Term 4 & holiday

Week	Schedule	Action required from
	EE Orientation sessions (3 sessions of 20 minutes) <i>nature, expectations, <a href="#">role and responsibilities</a>, supervision process, RPPF, RRS</i>	DP coordinator
2 - 4	Student independent work session <ul style="list-style-type: none"> <li>✓ <i>consider subject choice</i></li> <li>✓ <i>ask questions to clarify confusions</i></li> <li>✓ <i>read <a href="#">subject specific guidance</a></i></li> <li>✓ <i>Read EE <a href="#">relevant documents</a> where relevant</i></li> </ul> <i>have an initial conversation with <b>subject teachers</b></i>	Student
5 - 6	Submit EE <a href="#">Proposal Forms</a> to supervisor	Student
7	Supervisors advise acceptance or decline of proposal	Supervisor
8	Skill workshop 1 <i>Research skills &amp; Tools</i>	Librarian

	Skill workshop 2 <i>Academic Honesty &amp; Effective citing and referencing</i>	Librarian
	Skill workshop 3 How to use Managebac to support EE process The use of Turnitin	Meeta (IT support)
	Skill workshop 4 How to develop a good research question? View Extended Essay as an EE examiner (marking practice)	DP coordinator
	Student independent work session <ul style="list-style-type: none"> <li>✓ <i>set up the <a href="#">researcher's reflection space</a> as a tool for key planning and reflection throughout EE process</i></li> <li>✓ <i>choose a topic and undertake some background reading on it.</i></li> <li>✓ <i>formulate some preliminary <a href="#">research questions</a>. Try to incorporate an IB command terms in the research question if possible.</i></li> </ul>	Student
10	Student & supervisor collaboration <ul style="list-style-type: none"> <li>✓ <i>initial consulting session with supervisor to discuss preliminary research questions</i></li> <li>✓ <i>discuss EE preparation work to be done during the holiday</i></li> </ul> <a href="#">Submit <i>Extended Essay Agreement</i> Form to DPC</a>	Student Supervisor
holiday	Student independent work session <ul style="list-style-type: none"> <li>✓ <i>draw up an outline plan for the research and writing process, including a timeline.</i></li> <li>✓ <i>identify how and where to gather source material for research.</i></li> <li>✓ <i>plan a personal timeline for EE work process</i></li> <li>✓ <i>plan a <a href="#">structure</a> for the EE</i></li> <li>✓ <i>undertake preparatory reading relevant to the proposed research question. If it will not be possible to obtain the evidenced needs within the EE timeline, consider to discuss the possible changes of the research question with the supervisor during the first meeting after back to school.</i></li> </ul>	Student



Year 2 – Semester 1

Week	Schedule	Action required from
2	<p>Student &amp; supervisor collaboration</p> <ul style="list-style-type: none"> <li>✓ <i>conduct the <a href="#">first formal reflection</a> to discuss work progress</i></li> <li>✓ <i>submit first reflection of RPPF (100 – 120 words)</i></li> <li>✓ <i>If the need of changing research question is identified, the change needs to be finalized during this meeting.</i></li> <li>✓ <i>supervisor informs DPC if there is any concern of limited work progress</i></li> </ul>	<p>Student Supervisor</p>
3 - 9	<p>Student independent work session</p> <ul style="list-style-type: none"> <li>✓ <i>finalize the research question</i></li> <li>✓ <i>carry out the research and work on information collection</i></li> </ul>	<p>Student</p>
	<p>Skill workshop 3 Writing the EE 6 required element, EE presentation, referencing/citation</p>	<p>DP coordinator</p>
10	<p>Student &amp; supervisor collaboration</p> <ul style="list-style-type: none"> <li>✓ <i>conduct the <a href="#">second formal reflection</a> to discuss work progress</i></li> <li>✓ <i>submit the second reflection of RPPF (120 – 180 words)</i></li> <li>✓ <i>supervisor informs DPC if there is any concern regarding student draft EE writing during the holiday</i></li> </ul>	<p>Student Supervisor</p>
holiday	<p>Student independent work session <a href="#">Write the extended essay</a> (first draft)</p>	<p>Student</p>
11	<p>Student &amp; supervisor collaboration</p> <ul style="list-style-type: none"> <li>✓ <i>check-in session with supervisor to discuss work progress</i></li> <li>✓ <i>supervisor informs DPC if there is any concern regarding draft submission to meet the deadline.</i></li> </ul>	<p>Student Supervisor</p>
12 -15	<p>Student independent work session</p> <ul style="list-style-type: none"> <li>✓ <i>continue writing the extended essay (first draft) and discuss the essay with supervisor as needed during check-in session</i></li> </ul>	<p>Student</p>
16	<p>Student independent work session</p> <ul style="list-style-type: none"> <li>✓ <i>submit completed EE draft</i></li> </ul>	<p>Student</p>
17	<p>Supervisor reads EE draft and prepares for commenting</p>	<p>Supervisor</p>
18	<p>Student &amp; supervisor collaboration</p> <ul style="list-style-type: none"> <li>✓ <a href="#">comment on EE draft</a></li> </ul>	<p>Student Supervisor</p>
19	<p>Student independent work session</p> <ul style="list-style-type: none"> <li>✓ <i>edit EE according to supervisor's feedback</i></li> </ul>	<p>Student</p>

	✓ <i>submit final EE. No change is allowed after this submission.</i>	
20	Student & supervisor collaboration ✓ <i>conduct the <a href="#">final reflection session</a> to complete EE process</i> ✓ <i>submit the third reflection of RPPF (150-200 words)</i>	Student Supervisor DP coordinator

## Year 2 – Semester 2

Week	Schedule	Action required from
2	Supervisor independent work session ✓ <i>complete the supervisor’s comment on RPPF</i> ✓ <i>save EE and RPPF form in the assigned folder</i> ✓ <i>mark the EE according to the EE criteria</i>	Supervisor
4	Supervisor and DP teachers’ collaboration ✓ <i>conduct EE moderation to finalize EEs’ predicted grade</i>	Supervisor DP teachers

### 4.2 Distinction between topic, title and research question<sup>11</sup>

<b>Topic</b>	It is the subject, issue or theme that you are investigating within a specific DP subject or world studies area of study. The topic, which develops during the initial thinking about the EE, should later be reflected in the wording of the title.
<b>Title</b>	It is a clear, summative statement that specifically focuses the topic being researched. It appears on the title page. A title should: <ul style="list-style-type: none"> <li>• be short, descriptive and succinct</li> <li>• not be phrased as a question</li> <li>• use key words that connect with the topic and the DP subject or world studies area of study</li> <li>• attract the interest of the reader.</li> </ul>
<b>The research question</b>	It derives from the title and is expressed as a question that is intended to be answered through researching and writing the EE. It appears on the title page and could also be visible as a header throughout the essay. It should: <ul style="list-style-type: none"> <li>• be clear and focused</li> <li>• provide a path through which you can undertake achievable research</li> <li>• use key words that connect with the topic, the title, and the DP subject or world studies area of study</li> <li>• support the development of an argument.</li> </ul>

<sup>11</sup> Page 74 Extended essay Guide, updated August 2019, IBO, Switzerland

### 4.3 Five steps to develop a research question<sup>12</sup>

Students must frame their research question as a question. A research question is a **clear and focused** question centred on a research topic, which helps to focus the research, providing a path through which students will undertake the research and writing process throughout the essay. 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. A hypothesis or statement of intent is not acceptable.

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

<b>Step 1</b>	<b>Choose a subject and topic that is of interest.</b> 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.
<b>Step 2</b>	<b>Carry out preliminary reading.</b> After deciding on a topic of interest students should undertake some general reading around the issue. Questions they must consider at this stage are: <ul style="list-style-type: none"><li>• What has already been written about this topic?</li><li>• Was it easy to find sources of information?</li><li>• Is there a range of different sources available?</li><li>• Is there a range of views or perspectives on the topic?</li><li>• What interesting questions have started to emerge from this reading?</li></ul>
<b>Step 3</b>	<b>Consider the emerging questions.</b> 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”.
<b>Step 4</b>	<b>Evaluate the question.</b> 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.

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<sup>12</sup> Page 76-77 Extended essay Guide, updated August 2019, IBO, Switzerland

	<p><b>Clear:</b> Will the reader understand the nature of my research? Will it direct the research being undertaken?</p> <p><b>Focused:</b> 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)?</p> <p><b>Arguable:</b> Does the research question allow for analysis, evaluation and the development of a reasoned argument?</p>
<b>Step 5</b>	<p><b>Consider research outcomes.</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>• suggesting possible outcomes of the research</li> <li>• outlining the kind of argument they might make and how the research might support this</li> <li>• considering options if the research available is not sufficient to support a sustained argument.</li> </ul>

#### **An Important note**

A question that is unclear or too broad will result in a narrative overview of the issue or event being discussed and provide little scope for analysis and reasoned argument. The result of this is that examiners will not be able to apply the range of marks available in the assessment criteria, particularly in relation to criterion C (critical thinking).

#### 4.4 Sample research questions<sup>13</sup>

<b>Unclear, unfocused and unarguable research questions</b>	<b>Clear, focused, narrow research questions lending themselves to in-depth research</b>
What was the impact of Ho Chi Minh's allegiance to Lenin?	To what extent was nationalism the guiding factor in Ho Chi Minh's adoption of Leninism in 1920?
What is the history of Chinese theatre?	How does the legacy of Mei Lan Fang contribute to modern Jingju?
How important is chlorophyll to plant life?	What is the effect of different concentrations of kinetin on leaves aging and the biosynthesis of chlorophyll?

<sup>13</sup> Page 78 Extended essay Guide, updated August 2019, IBO, Switzerland

How can the US government's spending policy be reformed?	To what extent did the rising COE prices affect the demand for new and used cars by the consumer population and hence affect the revenue generated by the Singaporean economy for the period 2012–16?
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## 4.5 Plan an essay outline

Outlines are especially helpful for significantly large essays because they help both students and supervisors make sense of and organize an overwhelmingly large amount of information. Planning an essay outline helps students to retain focus of their research question and to be more efficient in researching and writing process.

Outlines are meant to be flexible to change; the best writers do not cement a rough outline into permanence the first time around. They recognize that the best papers will need alterations to not only content and mechanics, but also organization.

A useful essay plan/outline will contain the following:

- ✓ clearly states main points/topics and sub-topics
- ✓ includes relevant supporting details
- ✓ shows evidence of analysis and original thought
- ✓ includes a clear thesis
- ✓ demonstrates that the structure of the final product has been fully considered

Here are some useful tips for students:

- ✓ Make the plan user-friendly – only you are going to use it.
- ✓ Don't use long sentences in your plan (you can use symbols, abbreviations, etc).
- ✓ The plan can be modified during the writing of the essay.
- ✓ The structure of the plan is up to you (bubbles, columns, lists, etc).

[Appendix 4 Extended Essay Outline](#) is a sample EE template for reference.

Students are strongly recommended to use [Unpacking the Criteria of Extended Essay](#) document to understand the expectations of assessment criteria, as this helps them include all requirement aspects in their extended essay outline align to the assessment criteria.

## 4.6 Writing the extended essay<sup>14</sup>

There are six required elements of the extended essay to be submitted. Writing the essay is a long time process, students should use their Researcher's reflection space and reflection sessions in a meaningful way to help them develop their arguments.

### Element 1 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.

#### Important notes

- ✓ The name of the student or the school should not appear on the title page or on any page headers.
- ✓ If footnotes have been used for anything other than referencing, the word count stated on the coversheet should include the footnotes, with an explicit statement that the stated word count includes explanatory footnotes.

### Differences between title and research question

The title of the extended essay should be a clear, focused summative statement of the research, which gives the reader an indication of the research topic; while a research question is a clear and focused question centred on a research topic.

Title	Research question
Negative externalities of consumption: Australian policy on cigarette packaging	How effective has the Australian policy of plain cigarette packaging been in reducing the negative externalities associated with the consumption of cigarettes in X?

<sup>14</sup> Page 79 -81 Extended essay Guide, updated August 2019, IBO, Switzerland

Commodification and the body—an ethnographic study of social representations about the human body with relation to organ donation	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.
An exploration of evil as a motivating force in drama	How effectively does Christopher Marlowe present his view of evil in Dr Faustus?
The feasibility of wireless networking in a city-wide context	To what extent is wireless networking a feasible alternative to cabled networking within a whole-city context?

**Element 2 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.

**Element 3 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.

**Element 4 Body of the essay (research, analysis, discussion and evaluation)**

The body of the essay 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). Students must take into consideration the expected conventions of the subject in which their extended essay is registered when structuring the extended essay.

### Important notes

- ✓ 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) after completing the main body of the essay.
- ✓ The examiner will not read notes or appendices, so an essay that is not complete in itself will be compromised across the assessment criteria. Any information that is important to the argument must **not** be included in appendices or footnotes/ endnotes.

### Element 5 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.

### Element 6 References and bibliography

Students should use their chosen style of academic referencing as soon as they start writing. This can help them avoid forgetting to include a citation. It is also easier than trying to add references at a later stage. Students are encouraged to refer to the guidelines in the IB document [Effective citing and referencing](#) for more details.

### 4.7 Proofreading

The whole essay needs to be proofread carefully by the student (computer spelling and grammar checkers are useful but will not do everything). They must not ask someone else to proofread their work as this is an important part of the learning experience.

A checklist is a very useful tool to help student with proofreading. [Appendix 5 Extended Essay checklist](#) is available for students to use. Students are encouraged to devise their own checklist to ensure that their essay meets the [requirement of EE criteria](#).



## 5. Presentation of the extended essay<sup>15</sup>

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.

The following formatting is suggested:

- the use of 12-point, readable font
- double spacing
- page numbering
- no candidate, supervisor, or school name on the title page, page headers, appendices or acknowledgment pages
- the file size must not be more than 10 MB. (Note that the RPPF is not part of the overall file size of the essay.)

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.

### 5.1 Word count



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

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. 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.

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

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<sup>15</sup> Page 82 -85 Extended essay Guide, updated August 2019, IBO, Switzerland

Included in the word count 	Not Included in the word count 
✓ The introduction	× The contents page
✓ The main body	× Maps, charts, diagrams, annotated illustrations
✓ The conclusion	× Tables
✓ Quotations	× Equations, formulas and calculations
✓ Footnotes and/or endnotes that are not references	× Citations/references (whether parenthetical, numbered, footnotes or endnotes)
	× The bibliography
	× Headers

Please refer to the document entitled [Assessment principles and practices—Quality assessments in a digital age](#) for further clarification of word count requirements.

**A note about acknowledgments and dedications:**

An acknowledgment/dedications page may be included in the EE if this is important to the student, but it must contain no “identifiers”, for example, people should not be detailed in any way that makes the student’s school identifiable. An acknowledgment/dedications page is not a formal requirement of the EE, so it does not contribute to either the word count or assessment.

**5.2 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.

### 5.3 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.

### 5.4 Headers

Students may wish to use the header function for their research question, so that it appears on each page. This may help retain focus. **Headers are not included in the word count.**

### 5.5 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.**

One appropriate use of footnotes is for the placement of the original quotation (where the original quotation is in a language other than the language of registration).

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.

### 5.6 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.

## 5.7 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.

## 5.8 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.

## 6. Academic Integrity

Academic Integrity is seen by the IB as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment.

### 6.1 Authenticating student work<sup>16</sup>

All extended essays submitted to the IB for assessment must be authenticated by the student and supervisor, and must not include any known instances of suspected or confirmed academic misconduct. It is the responsibility of supervisors to ensure that all students understand the basic meaning and significance of concepts relating to academic honesty, especially authenticity and intellectual property. Supervisors must ensure that all student work to be assessed is prepared according to the stated requirements and must explain clearly to students that the extended essay must be entirely their own work.

It is extremely important that supervisors are able to confirm that they have followed the guidance for monitoring the student's work throughout the process and can, to the best of their knowledge, confirm the authenticity of the work upon final submission. If the supervisor is unable to confirm the authenticity of the work this must be brought to the attention of the Diploma Programme coordinator for guidance.

All students and supervisors must confirm the authenticity of the work submitted when uploading work to the e-coursework system. Once a student has uploaded the final version of their extended essay to the e-coursework system for assessment, and confirmed the authenticity of it, it is submitted via the system to their supervisor. At this point the supervisor must not allow any retraction of the essay by the student for modification purposes unless there has been an administrative oversight.

The Reflections on planning and progress form is given to the supervisor by the student, signed and dated, and it is the responsibility of the supervisor to upload this to the e-coursework system, add their comment and authenticate it before submitting it to the IB with the already uploaded essay as one portfolio. Further guidance, please refer to "[Protocols for completing and submitting the Reflections on planning and progress form](#)".

**Work that is submitted but does not comply with the expectations and requirements outlined in this publication will be treated as a case of academic misconduct.**

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<sup>16</sup> Page 67 Extended essay Guide, updated August 2019, IBO, Switzerland

## 6.2 Academic honesty in research practices <sup>17</sup>

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. Please refer to IB documentation [Effective citing and referencing](#) to ensure the minimum requirements are met.

**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. It is important to be consistent 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.

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<sup>17</sup> Page 86 -91 Extended essay Guide, updated August 2019, IBO, Switzerland

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. The supervisor 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.

### **Referencing sources not in the language of submission**

Students may reference sources of different languages, the IB advises the guidelines as below:

1. When referred to in the body of the extended essay as a quotation, the translation is given and the original quotation is placed as a footnote.
2. When a source is acknowledged in the bibliography, it should be referenced in its original language. Where there is no official published translation, the student should write a brief summary alongside the source in the language of submission of a) the title, b) name of the author, c) the focus of the work and d) any other relevant details. This way, the examiner can assess the relevance and suitability of the source as required.
3. The translation of the text should be done by the student if there is no official translation. The supervisor should help ensure as best as possible that the translation is accurate and representative of the original text. If the student finds the translation task beyond their capabilities, then it is advisable not to include that source in his/her research. In selecting sources, the nature of the subject in question needs to be considered—for example, in a language acquisition essay, it is vital that students work mostly with authentic materials in the target language.

## 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. However, it must be used critically and with care. One important thing to be aware of is that 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 which help students determine the reliability and validity of information they find throughout researching process.

Desirable source attribute	Questions to consider in order to determine this
Authority	<ul style="list-style-type: none"><li>• Is the author of the information identified?</li><li>• If the author has chosen to remain anonymous, why might this be? Is this significant in terms of your evaluation of the information presented?</li><li>• Is there enough information available to establish the</li></ul>



	<p>author's credibility?</p> <ul style="list-style-type: none"> <li>• Is the author affiliated to an academic institution or credible organization?</li> <li>• Is the author qualified to write about the subject?</li> </ul>
Audience appropriate	<ul style="list-style-type: none"> <li>• Who is the intended audience?</li> <li>• Does the information presented appropriately address the target audience?</li> <li>• Is the information relevant to your area of research?</li> </ul>
Reliability and credibility	<ul style="list-style-type: none"> <li>• Does the information appear to be valid and well researched?</li> <li>• Can it be supported by evidence?</li> <li>• Can the information be verified through other sources?</li> <li>• Is there a non-web equivalent of this material that could be used to verify the information?</li> <li>• Does the URL (web address) give you any indication of the source of the information?</li> </ul>
Accuracy	<ul style="list-style-type: none"> <li>• Is there an indication as to who has responsibility for the accuracy of the information provided?</li> <li>• Do you know if the information has been reviewed?</li> <li>• Are there grammatical, spelling or typographical errors? If there are, what does this suggest about the source?</li> <li>• Is there a bibliography?</li> </ul>
Objectivity	<ul style="list-style-type: none"> <li>• Is the information fact or opinion?</li> <li>• Is the language used free of bias?</li> <li>• Is the author's point of view objective or do they make it clear when they are expressing a personal opinion?</li> <li>• Is it a personal website?</li> <li>• Is the author affiliated with any institution or organization which might create a bias in the information?</li> </ul>
Currency	<ul style="list-style-type: none"> <li>• Is the information kept up-to-date?</li> <li>• Is there any indication of when the information was last updated?</li> <li>• Are any links up to date and working?</li> </ul>

## Using online encyclopedias and other similar information websites

Many online encyclopedias are not scholarly sources; however, they can offer a useful starting point for many students undertaking research if used appropriately and critically.

Students should be cautious that 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. The information tends to be general encyclopedias and very often the author is unknown

If students do use information that is found on the internet, the key point to remember is that they are responsible for ensuring that it is both reliable and accurate. 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.

A supervisor could facilitate this as a learning opportunity 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 for example
- 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 physics essays. (See the “Physics” sections for further details.)

## 7. Assessment <sup>18</sup>

Assessment of the extended essay is a combination of formative assessment (the RPPF) and summative assessment (the extended essay itself). The total marks available is 34.

### 7.1 Overview of Assessment criteria

Assessment Criteria	Description	Marks
A: Focus and method	The topic, the research question and the methodology are clearly stated.	6
B: Knowledge and understanding	The research relates to the subject area/discipline used to explore the research question, and knowledge and understanding is demonstrated through the use of appropriate terminology and concepts.	6
C: Critical thinking	Critical-thinking skills have been used to analyse and evaluate the research undertaken.	12
D: Presentation	The presentation follows the standard format expected for academic writing.	4
E: Engagement	The student’s engagement with their research focus and the research process.	6

For details marking criteria, please refer to [Appendix 3 Extended Essay Criteria](#).

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<sup>18</sup> Page 95-96 Extended essay Guide, updated August 2019, IBO, Switzerland

## 7.2 Best-fit approach and markbands

The IB assessment models use markbands and advise examiners and teachers to use a best-fit approach in deciding the appropriate mark for a particular criterion. While the extended essay is an externally assessed component of the DP, supervisors are required to submit a predicated grade and understanding the way in which the criteria are applied by examiners.

A best-fit approach means that compensation will be made when a piece of work matches different aspects of a markband at different levels. The mark awarded will be one that most fairly reflects the balance of achievement against the markband. It is not necessary for every indicator of a level descriptor to be met for that mark to be rewarded. (For example, if student work matches two of the three requirements within a markband but one is seriously lacking, the student should be awarded for the strands that have been met well, but the mark awarded should be at the lower end of the markband to compensate for what is lacking in one strand.)

Supervisors is advised to refer to the following guidelines when assessing the extended essay:

- When assessing a student's work, in light of the IB approach to positive marking, examiners will read the level descriptors from the highest markband down until they reach a descriptor that most appropriately describes the level of the work being assessed.
- If a piece of work seems to fall between two descriptors, both descriptors will be read again and the one that more appropriately describes the student's work will be chosen. In relation to criterion C, examiners will bear in mind the higher order skills being assessed.
- There are a number of marks available within a level; examiners will award the upper marks if the student's work demonstrates the qualities described to a greater extent. Examiners will award the lower marks if the student's work demonstrates the qualities described to a lesser extent.
- The highest level descriptors do not imply faultless performance and should be achievable by a student. Examiners will not hesitate to use the extremes if they are appropriate descriptions of the work being assessed.

## 7.3 Award of Diploma points

The EE contributes to the student's overall score for the diploma through the award of points in conjunction with theory of knowledge. A maximum of three points are awarded according to a student's combined performance in both the EE and Theory of Knowledge.

According to received data from the graduating class of 2019 the following boundaries is used to determine Extended Essay grade.

Grade	A	B	C	D	E
Mark boundary	27 - 34	21 - 26	14 - 20	7 - 13	< 7

The total number of points awarded is determined by the combination of the performance levels achieved by the student in both the extended essay and theory of knowledge according to the following matrix.

	Theory of Knowledge (TOK)					
	Grade Awarded	A	B	C	D	E or N
Extended Essay	A	3	3	2	2	Failing condition
	B	3	2	2	1	
	C	2	2	1	0	
	D	2	1	0	0	
	E or N	Failing Condition				

#### 7.4 Extended Essay Grade Descriptors<sup>19</sup>

Grade A
<p>Demonstrates: effective research skills resulting in a well-focused and appropriate research question that can be explored within the scope of the chosen topic; effective engagement with relevant research areas, methods and sources; excellent knowledge and understanding of the topic in the wider context of the relevant discipline; the effective application of source material and correct use of subject-specific terminology and/or concepts further supporting this; consistent and relevant conclusions that are proficiently analysed; sustained reasoned argumentation supported effectively by evidence; critically evaluated research; excellent presentation of the essay, whereby coherence and consistency further support the reading of the essay; present and correctly applied structural and layout elements.</p> <p>Engagement with the process is conceptual and personal, key decision-making during the research process is documented, and personal reflections are evidenced, including those that are forward-thinking.</p>
Grade B
<p>Demonstrates: appropriate research skills resulting in a research question that can be explored within the scope of the chosen topic; reasonably effective engagement with relevant research areas, methods</p>

<sup>19</sup> Page 24-25, Grade descriptors for use from December 2017, IBO, December 2017

and sources; good knowledge and understanding of the topic in the wider context of the relevant discipline; a reasonably effective application of source material and use of subject-specific terminology and/or concepts; consistent conclusions that are accurately analysed; reasoned argumentation often supported by evidence; research that at times evidences critical evaluation; a clear presentation of all structural and layout elements, which further supports the reading of the essay.

Engagement with the process is generally evidenced by the reflections and key decision-making during the research process is documented.

### **Grade C**

Demonstrates: evidence of research undertaken, which has led to a research question that is not necessarily expressed in a way that can be explored within the scope of the chosen topic; partially effective engagement with mostly appropriate research areas, methods and sources—however, there are some discrepancies in those processes, although these do not interfere with the planning and approach; some knowledge and understanding of the topic in the wider context of the discipline, which is mostly relevant; the attempted application of source material and appropriate terminology and/or concepts; an attempted synthesis of research results with partially relevant analysis; conclusions partly supported by the evidence; discussion that is descriptive rather than analytical; attempted evaluation; satisfactory presentation of the essay, with weaknesses that do not hinder the reading of the essay; some structural and layout elements that are missing or are incorrectly applied.

Engagement with the process is evidenced but shows mostly factual information, with personal reflection mostly limited to procedural issues.

### **Grade D**

Demonstrates: a lack of research, resulting in unsatisfactory focus and a research question that is not answerable within the scope of the chosen topic; “at times engagement with appropriate research, methods and sources, but discrepancies in those processes that occasionally interfere with the planning and approach; some relevant knowledge and understanding of the topic in the wider context of the discipline, which are at times irrelevant; an attempted application of source material, but with inaccuracies in the use of, or underuse of, terminology and/or concepts; irrelevant analysis and inconsistent conclusions as a result of a descriptive discussion; a lack of evaluation; presentation of the essay that at times is illogical and hinders the reading; structural and layout elements that are missing.

Engagement with the process is evidenced but is superficial, with personal reflections that are solely narrative and concerned with procedural elements.

### **Grade E**

Demonstrates: an unclear nature of the essay; a generally unsystematic approach and resulting unfocused research question; limited engagement with limited research and sources; generally limited and only partially accurate knowledge and understanding of the topic in the wider context of the relevant discipline; ineffective connections in the application of source material and inaccuracies in the

terminology and/or concepts used; a summarizing of results of research with inconsistent analysis; an attempted outline of an argument, but one that is generally descriptive in nature; a layout that generally lacks or incorrectly applies several layout and structural elements.

Engagement with the process is limited, with limited factual or decision-making information and no personal reflection on the process.

# Appendix 1 Extended Essay Proposal Form



## Extended Essay Proposal Form



Student Name: \_\_\_\_\_

Subject: \_\_\_\_\_

Preferred supervisor: \_\_\_\_\_

<b>Focus areas / Questions</b>
<b>Personal interests and engagement</b>
<b>Aims/ Objectives of the essay</b>
<b>Prior &amp; existing knowledge</b>
<b>What has been already written about this topic?</b>
<b>What information do you need to research and collect for writing this essay?</b>
<b>What methodologies do you need to use for conducting research?</b>
<b>Are there any major concerns you would need to discuss?</b>



## Appendix 2 Extended Essay Agreement Form



### Extended Essay Agreement Form



Student Name: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

Subject & Essay title: \_\_\_\_\_

**Supervisor:** I agree to supervise the above extended essay. I have read the Extended Essay Guide (first exam 2019), including the aspects specific to my subject and I understand my role as supervisor.

I understand that the completed essay **must be submitted to the Curriculum Coordinator by Monday of week 10 term 2 2021.**

Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Student:** I have read and understood the extended essay handbook and the subject specific information. I agree to the deadlines set by the Curriculum Coordinator, including my reflection space and sign off times. I understand that 2 copies of the final essay must be submitted to the IBDP Coordinator by Monday of Week 10 Term 2 2021. **I understand that I will not be awarded a diploma if my extended essay is not submitted.** I also understand that plagiarism will result in me forfeiting my diploma and that I may be barred from repeating the IB Diploma in the future.

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Parent / Guardian:** I confirm that I am aware that my child is writing an extended essay on the above topic. I understand that without it they cannot obtain an IB Diploma and that it is due by Monday of Week 10 Term 2 2021.

Guardian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix 3 Extended Essay Criteria Feedback Form

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On the pages that follow all EE criteria are listed. This front page is a summary sheet for details and feedback. Please adapt and edit to your liking.

STUDENT	SUPERVISOR	DATE

### FEEDBACK FOR CRITERION A: FOCUS AND METHOD

### FEEDBACK FOR CRITERION B: KNOWLEDGE AND UNDERSTANDING

### FEEDBACK FOR CRITERION C: CRITICAL THINKING

### FEEDBACK FOR CRITERION D: PRESENTATION

Estimated Score	A	B	C	D	E

## Criterion A: Focus and Method

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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.

0	<p><b>The work does not reach a standard outlined by the descriptors below</b></p>
1-2	<p><b>The topic is communicated unclearly and incompletely</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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.</li> </ul> <p><b>The research question is stated by not clearly expressed or too broad</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> 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.</li> </ul> <p><b>Methodology of the research is limited</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The source(s) and/or method(s) to be used are limited in range given the topic and research question.</li> <li><input type="checkbox"/> There is limited evidence that their selection was informed.</li> </ul>
3-4	<p><b>The topic is communicated</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identification and explanation of the research topic is communicated; the purpose and focus of the research is adequately clear; but only partially appropriate.</li> </ul> <p><b>The research question is clearly stated but only partially focused</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The research question is clear but the discussion in the essay is only partially focused and connected to the research question.</li> </ul> <p><b>Methodology of the research question is mostly complete</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Source(s) and/or method(s) to be used are generally relevant and appropriate given</li> </ul>

	<p>the topic and research question.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> There is some evidence that their selection(s) was informed</li> </ul> <p><b>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.</b></p>
5-6	<p><b>The topic is communicated accurately and effectively</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identification and explanation of the research topic is effectively communicated the purpose and focus of the research question is clear and appropriate.</li> </ul> <p><b>The research question is clearly stated and focused</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The research question is clear and addresses an issue of research that is appropriately connected to the discussion of the essay.</li> </ul> <p><b>Methodology of the research is complete</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> An appropriate range of relevant source(s) and/or method(s) have been applied in relation to the topic and research question.</li> <li><input type="checkbox"/> There is evidence of effective and informed selection of sources and/or methods</li> </ul>

## Criterion B: Knowledge & Understanding

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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 the knowledge and understanding is demonstrated through the use of the appropriate terminology and concepts.

0	<b>The work does not reach a standard outlined by the descriptors below</b>
1-2	<p><b>Knowledge and understanding is limited</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The selection of source material has limited relevance and is only partially appropriate to the research question.</li> <li><input type="checkbox"/> Knowledge of the topic/discipline(s)/issue is anecdotal, unstructured and mostly descriptive with sources not effectively being used.</li> </ul> <p><b>Use of terminology and concepts is unclear and limited</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Subject specific terminology and/or concepts are either missing or inaccurate, demonstrating limited knowledge and understanding.</li> </ul>
3-4	<p><b>Knowledge and understanding is good</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The selection of source material is mostly relevant and appropriate to the research question.</li> <li><input type="checkbox"/> Knowledge of the topic/discipline(s)/issue is clear, there is an understanding of the sources used but their application is only partially effective.</li> </ul> <p><b>Use of terminology and concepts is adequate</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The use of subject-specific terminology and concepts is mostly accurate, demonstrating an appropriate level of knowledge and understanding.</li> </ul> <p><b>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.</b></p>
5-6	<b>Knowledge and understanding is excellent</b>

	<ul style="list-style-type: none"><li data-bbox="332 212 1421 289">❑ The selection of source materials is clearly relevant and appropriate to the research question.</li><li data-bbox="332 302 1421 380">❑ Knowledge of the topic/discipline(s)/issue is clear and coherent and sources are used effectively and with understanding.</li></ul> <p data-bbox="321 430 857 464"><b>Use of terminology and concepts is good</b></p> <ul style="list-style-type: none"><li data-bbox="332 497 1421 575">❑ The use of subject specific terminology and concepts is accurate and consistent, demonstrating effective knowledge and understanding.</li></ul>
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## Criterion C: Critical Thinking

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

0	<p><b>The work does not reach a standard outlined by the descriptors below</b></p>
1-3	<p><b>The research is limited</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The research is limited and its application is not clear relevant to the research question.</li> </ul> <p><b>Analysis is limited</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> There is limited analysis</li> <li><input type="checkbox"/> Where there are conclusions to individual points of analysis these are limited and not consistent with the evidence.</li> </ul> <p><b>Discussion/evaluation is limited</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> An argument is outlined <b>but</b> this is limited, incomplete, descriptive or narrative in nature</li> <li><input type="checkbox"/> The construction of an argument is unclear and/or incoherent in structure hindering understanding.</li> <li><input type="checkbox"/> Where there is a final conclusion, it is limited and not consistent with the arguments/evidence presented.</li> <li><input type="checkbox"/> There is an attempt to evaluate the research, but this is superficial.</li> </ul> <p><b>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</b></p>
4-6	<p><b>The research is adequate</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Some research presented is appropriate and its application is partially relevant to the research question.</li> </ul> <p><b>Analysis is adequate</b></p>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> There is analysis <b>but</b> this is only partially relevant to the research question; the inclusion of irrelevant research detracts from the quality of the argument.</li> <li><input type="checkbox"/> Any conclusion to individual points of analysis are only partially supported by the evidence.</li> </ul> <p><b>Discussion/evaluation is adequate</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> An argument explains the research but the reasoning contains inconsistencies.</li> <li><input type="checkbox"/> The argument may lack clarity and coherence but this does not significantly hinder understanding.</li> <li><input type="checkbox"/> Where there is a final or summative conclusion, this is only partially consistent with the arguments/evidence presented.</li> <li><input type="checkbox"/> The research has been evaluated but not critically.</li> </ul>
7-9	<p><b>The research is good</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The majority of the research is appropriate and its application is clearly relevant to the research question</li> </ul> <p><b>Analysis is good</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Conclusions to individual points of analysis are supported by the evidence but there are some minor inconsistencies</li> </ul> <p><b>Discussion/evaluation is good</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> An effective reasoned argument is developed from the research, with a conclusion supported by the evidence presented.</li> <li><input type="checkbox"/> This reasoned argument is clearly structured and coherent and supported by a final or summative conclusion; minor inconsistencies may hinder the strength of the overall argument.</li> <li><input type="checkbox"/> The research has been evaluated and this is partially critical.</li> </ul>
10-12	<p><b>The research is excellent</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The research is appropriate to the research question and its application is</li> </ul>



consistently relevant.

**Analysis is excellent**

- 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.
- Conclusions to individual points of analysis are effectively supported by the evidence.

**Discussion/evaluation is excellent**

- An effective and focused reasoned argument is developed from the research with a conclusion reflective of the evidence presented.
- 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.
- The research has been critically evaluated.

## Criterion D: Presentation

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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.

0	<b>The work does not reach a standard outlined by the descriptors below</b>
1-2	<b>Presentation is acceptable</b> <ul style="list-style-type: none"><li><input type="checkbox"/> 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.</li><li><input type="checkbox"/> Some layout considerations may be missing or applied incorrectly.</li><li><input type="checkbox"/> Weaknesses in the structure and/or layout do not significantly impact the reading, understanding or evaluation of the extended essay.</li></ul>
3-4	<b>Presentation is good</b> <ul style="list-style-type: none"><li><input type="checkbox"/> 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.</li><li><input type="checkbox"/> Layout considerations are present and applied correctly.</li><li><input type="checkbox"/> The structure and layout support the reading, understanding and evaluation of the extended essay.</li></ul>

## Criterion E: Engagement

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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 in the RPPF, with supervisory comments and extended essay itself as context.

0	<b>The work does not reach a standard outlined by the descriptors or a RPPF has not been submitted.</b>
1-2	<b>Engagement is limited</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Reflections on decision-making and planning are mostly descriptive.</li><li><input type="checkbox"/> These reflections communicate a limited degree of personal engagement with the research focus and/or research process.</li></ul>
3-4	<b>Engagement is good</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Reflections on decision-making and planning are analytical and include reference to conceptual understanding and skill development.</li><li><input type="checkbox"/> These reflections communicate a moderate degree of personal engagement with the research focus and process of research, demonstrating some intellectual initiative.</li></ul>
5-6	<b>Engagement is excellent</b> <ul style="list-style-type: none"><li><input type="checkbox"/> 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 experience in the research process.</li><li><input type="checkbox"/> 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.</li></ul>

## Appendix 4 Extended Essay Outline

**Essay topic:**

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### **Part I. Introduction**

Background Information:

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Thesis statement:

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### **Part II – Arguments or Reasons to Support Your Thesis**

#### **Section A Reason/argument 1 that supports your thesis**

Body Paragraph 1

Topic sentence: \_\_\_\_\_

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Supporting points

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Body Paragraph 2

Topic sentence: \_\_\_\_\_

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Supporting points

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Section B Reason/argument 2 that supports your thesis**

Body Paragraph 3

Topic sentence: \_\_\_\_\_  
\_\_\_\_\_

Supporting points

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Body Paragraph 4

Topic sentence: \_\_\_\_\_  
\_\_\_\_\_

Supporting points

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Section C Reason/argument 3 that supports your thesis**

Body Paragraph 5

Topic sentence: \_\_\_\_\_  
\_\_\_\_\_

Supporting points

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Body Paragraph 6

Topic sentence: \_\_\_\_\_  
\_\_\_\_\_

Supporting points

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Part III. For Argument Papers: Counter Arguments and Responses to them**

**A: Counter Arguments (objections to your position)**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**B: Reasons to refute counter arguments (your response to the objections)**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Part IV. Conclusion**

**A: Summary of Arguments:**

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**B: Concluding Idea:**

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**Repeat steps to add more arguments and/or supporting paragraphs as needed.**

**Acknowledgement:**

This worksheet is based on materials provided by: the Odegaard Writing & Research Center:  
<http://www.depts.washington.edu/owrc>

## Appendix 5 Extended Essay Checklist

Checklist		Tick when completed
<b>1</b>	<b>Title page</b> Title and research question; Subject, Examination session; Word Count; Date (To be handed in anonymously, so no name of either candidate or school displayed)	
<b>2</b>	<b>Contents page</b> Showing page numbers	
<b>3</b>	<b>Introduction</b> Clearly identifying the research question, showing the defined focus and a statement of the argument to follow.	
<b>4</b>	<b>Body paragraphs</b> a series of developing arguments and organized thoughts. A plan of these paragraphs could form the basis of the abstract.	
<b>5</b>	<b>Supporting quotations or personal research data</b> the evidence of your research.	
<b>6</b>	<b>Tone</b> maintain a formal tone throughout; avoid the use of 'I' except towards the end of the essay in writing your conclusions. Avoid the use of contractions (eg can't instead of cannot.)	
<b>7</b>	<b>Conclusion</b> very clearly stated, including issues and question raised or unresolved by your essay.	
<b>8</b>	<b>Bibliography</b> must be accurate including access dates for electronic references, see guide. Remember to list your sources in alphabetical order, by author.	
<b>9</b>	<b>Layout</b> Pages numbered. Font size 11 and double space	
<b>10</b>	<b><u>References</u></b> noted in the body where appropriate - see guide.	
<b>11</b>	<b><u>Word Count</u> final check</b>	

## Bibliography

1. Extended Essay Guide, updated August 2019 International Baccalaureate Organization, Switzerland
2. Spjelkavik.vgs.no. 2020. [online] Available at: <<http://spjelkavik.vgs.no/content/download/357728/2848369/version/1/file/Extended+Essay+Student+Guide+2IB-3IB+2019-2021.pdf>> [Accessed 26 July 2020].
3. Google Docs. 2020. ISY IB Extended Essay Handbook.Pdf. [online] Available at: <[https://drive.google.com/file/d/1\\_29hU2\\_512IB9Q19hhSfjd9pBI3fn3Q1/view](https://drive.google.com/file/d/1_29hU2_512IB9Q19hhSfjd9pBI3fn3Q1/view)> [Accessed 22 August 2020].