

Extended Essay

Student Handbook



Lincoln Park Academy

International Baccalaureate

Diploma Program

This handbook has been adapted From the [IBO Extended Essay Guide, 2018](#)

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Overview of the extended essay

The extended essay at a glance

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

Key features of the extended essay

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

The nature of the extended essay

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

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

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

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

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

Policies relevant to the extended essay

All students undertaking an extended essay must be aware of and read the relevant policies related to ethical guidelines for carrying out research and those relating to academic honesty. Additionally, students must ensure that they follow the policies related to specific subject areas, such as in the sciences, psychology, and social and cultural anthropology. In the sciences, this refers specifically to the animal experimentation policy, and in psychology and social and cultural anthropology it refers to ethical guidelines for undertaking research.

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.

Assessment objectives

In working on the extended essay, students are expected to achieve the following assessment objectives.

Assessment objectives	
Knowledge and understanding	<ul style="list-style-type: none">• To demonstrate knowledge and understanding of the topic chosen and the research question posed.• To demonstrate knowledge and understanding of subject specific terminology and/or concepts.• To demonstrate knowledge and understanding of relevant and/or appropriate research sources and/or methods used to gather information.
Application and analysis	<ul style="list-style-type: none">• To select and apply research that is relevant and appropriate to the research question.• To analyse the research effectively and focus on the research question.
Synthesis and evaluation	<ul style="list-style-type: none">• To be able to discuss the research in terms of a clear and coherent reasoned argument in relation to the research question.• To be able to critically evaluate the arguments presented in the essay.• To be able to reflect on and evaluate the research process.
A variety of (research) skills	<ul style="list-style-type: none">• To be able to present information in an appropriate academic format.• To understand and demonstrate academic integrity.

For the Assessment Criteria, please see the rubric at the end of the document.

Reflection in the extended essay

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.

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.

The depth of reflection will demonstrate that the student has constructively engaged with the learning process. Such engagement provides evidence that the student has grown as a learner as a result of his or her experience. More importantly, it demonstrates the skills that have been learned.

These skills may include:

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

Reflection must be documented on the Reflections on planning and progress form and is explicitly assessed under assessment criterion E (engagement).

Supporting the extended essay

The Supervisor

The supervisor–student working relationship is probably the most important one in the extended essay process. The supervisor must be a suitably qualified member of staff at the school in which the student is registered.

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 [*Reflections on planning and progress form*](#).

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.

Supervisors are **required** to:

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

The Student

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

Students are **strongly** recommended to:

- develop a [Researcher's reflection space](#) as a planning tool
- use the Researcher's reflection space to prepare for reflection sessions
- share excerpts from the Researcher's reflection space with the supervisor during the reflection sessions
- choose a subject, followed by a topic, and then think carefully about the research question for their essay
- plan how, when and where they will find material and sources for their essay before deciding on the final topic and research question
- plan a schedule for both the researching and writing of their extended essay, including extra time for delays and unforeseen problems

- record sources as their research progresses using their Researcher’s reflection space rather than trying to reconstruct a list at the end
- make the most of their supervision and reflection sessions by arriving prepared to discuss their work
- have a clear structure for the essay before beginning to write
- check and proofread the final version of their extended essay
- make sure that the version they submit for assessment is the final version with all sources correctly and consistently referenced
- ensure that all requirements are met.

Quick glance: the role of the student

 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 Supervision Process

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 Reflections on planning and progress form is mandatory and must be submitted with the completed extended essay for assessment under criterion E (engagement).

Students must check-in with their supervisors on a regular basis in order to meet the time requirement.

Researcher's reflection space

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 learner and affected the completion of that individual's essay. For those students who have completed the Middle Years Programme, the researcher's reflection space (RRS) can be compared to the process journal. 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.

The Nature of the RRS

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[®];
- record emerging questions.

The idea of the RRS is not new and many students already keep research journals in the planning, researching and writing phases of their work on the extended essay. Encouraging students to develop a RRS will provide benefits in terms of the management of their workload and focus on their extended essay.

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 [Reflections on planning and progress form](#). Students are expected to share excerpts from the RRS in discussions with their supervisor. Using these reflections as a point of reference in their supervision sessions, students will be able to:

- demonstrate their planning
- discuss what they are learning
- evaluate their progress.

The student-supervisor relationship

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

Reflection session	Description
The first reflection session	<p>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.</p> <p>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.</p>
The interim reflection session	<p>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.</p> <p>At this stage the RRS may include reactions to readings, progress in the timeline for completion of the extended essay, a possible outline of</p>

	arguments, challenges encountered and the strategies used to overcome them.
The final reflection session— <i>viva voce</i>	During the <i>viva voce</i> , 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 <i>viva voce</i> the RRS may help to highlight the personal significance of the work to the student and ultimately contribute to the supervisor's report.

The Process

Introduction

In September of their Junior year, all students will attend a mandatory group presentation with the EE Coordinator that will introduce the extended essay.

Topics will include, but are not limited to:

- nature of the essay
- roles of the coordinator, supervisors, and students
- requirements
- RRS
- process and timeline
- where to locate the online handbook and forms
- Tasks 1 & 2 are assigned

Task 1: Choose a Subject Area and Supervisor

The following will be completed within one week of the introductory presentation.

1. Read through the available subject list and choose a subject and category (if applicable) of personal interest.
2. Find a suitable supervisor for your subject and category. (It is extremely important that the supervisor you choose is well versed in the subject of your extended essay.)
3. Complete EE Supervisor & Subject Form and turn in the form to the EE Coordinator by the due date.

Academic Subjects & Categories

For more detailed information, the online subject specific guidance can be accessed at: [Subject Specific Guidance](#). Click on the link and then hit cancel when the credentials box pops up. Navigate the subjects using the left side navigation pane on the webpage.

- Group 1: Studies in language and literature
 - Category 1: Studies of one or more literary works originally written in the language in which the essay is presented.
 - Category 2: Studies of a literary work or works originally written in the language of the essay compared with one or more literary works originally written in another language. (The work originally written in another language may be studied in translation.)
 - Category 3: Studies in language based on one or more texts originally produced in the language in which the essay is presented.
- Group 2: Language acquisition, including classical languages
 - Category 1: A specific analysis of the language (its use and structure), normally related to its cultural context or a specific text.
 - Category 2: A socio-cultural analysis of the impact of a particular issue on the form or use of the language:
 - based on an examination of language use
 - an essay of a general cultural nature based on specific cultural artifacts.
 - Category 3: An analysis of a literary type, based on a specific work or works of literature exclusively from the target language.
- Individuals and societies
 - Business management
 - Economics
 - Geography
 - Global politics
 - History
 - Information technology in a global society (ITGS)
 - Philosophy
 - Psychology – You must have formally studied psychology to be allowed to choose this category.
 - Social and cultural anthropology – This category is **NOT** available unless you have formally studied the subject, spoken to the EE Coordinator, and obtained special permission. Special permission is not guaranteed by formal study alone.
 - World religions
- The sciences
 - Biology
 - Chemistry
 - Computer science
 - Design technology: Formal study required
 - Physics
 - Sports, exercise and health science
- Mathematics

- The arts
 - Dance
 - Film
 - Music
 - Theatre
 - Visual arts
- Interdisciplinary essays
 - Environmental systems and societies
 - Literature and performance
 - World Studies
 - World studies EEs are registered in one of six areas of study: these are **not the same as the Diploma Programme subjects**. They are:
 - Conflict, peace and security
 - Culture, language and identity
 - Environmental and/or economic sustainability
 - Equality and inequality
 - Health and development
 - Science, technology and society.
- Notes for World Studies:
 - An EE in world studies gives students the opportunity to undertake an interdisciplinary study of an issue of contemporary global significance.
 - “Interdisciplinary” in this context refers to research that **draws on the methods, concepts and theories of two Diploma Programme subjects**. It is strongly recommended that students are undertaking a course of study in at least one of the subjects chosen for their essay.
 - “Contemporary” in this context refers to events that took place during the student’s lifetime.
 - Students are required to
 - identify an issue of global importance
 - identify a local manifestation of the issue of global importance
 - develop a clear rationale for taking an interdisciplinary approach and use the conceptual framework and vocabulary of two Diploma Programme subjects.
 - This provides an opportunity for students to conduct independent interdisciplinary research (not necessarily primary research) that draws on Diploma Programme subjects and integrates them to produce a coherent and insightful analysis of the global issue they choose to investigate.
 - It should be noted that law and education are not Diploma Programme subjects.

Examples of declaring subject & category:

Example 1:
 Academic Subject: Group 1
 Category: Category 2

Example 3:
 Academic Subject: World Studies
 Category: Culture, language, & identity

Example 2:
 Academic Subject: Mathematics
 Category: n/a

Example 4:
 Academic Subject: History
 Category: n/a

Task 2: Prepare for the First Reflection Session

For the remainder of October, students should prepare for first reflection session and 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. See the Extended Essay Proposal and Consent Form for requirements and questions to be answered. You will need to bring a copy of this form to your first formal reflection session.
6. Refer to the section Research and Writing Process. Developing a Research Questions, Five Steps to Development a Research Question, and Sample Research Questions.

Task 3: First Formal Reflection Session

The first formal reflection session will take place within the first 2 weeks of November.

1. Schedule an appointment with your supervisor for your first formal reflection session.
2. Bring a copy of your completed Extended Essay Proposal and Consent Form with you to the session.
3. Bring your RRS or a notebook to write down your thoughts during the session. This will assist in completing your first required reflection.
4. After the session, turn in a copy of the Extended Essay Proposal and Consent Form to the EE Coordinator.

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.

Task 4: Formal Reflection #1

Following this first formal reflection session, the student is required to complete the first student comment section of the [Reflections on planning and progress form](#) and submit it to their supervisor electronically who must then sign and date the form. Supervisors will electronically send the signed form back to the student. Students have three days to complete the reflection after their session.

Refer to criterion E in the Extended Essay Rubric for information on how IB will be grading the reflections.

DEADLINE: Formal Reflection #1 must be fully complete and signed by a supervisor by the end of November. This is also a reminder to turn in the Proposal and Consent Form to the EE Coordinator. This form must also be submitted by the end of November! See specific dates in the IB Major Assignment Calendar.

Task 5: Prepare for the Interim Reflection Session

During the months of December and January, students are to prepare for the interim reflection session. This will include completing an outline for your essay.

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.
- completed an outline for a proposed structure/argument

Task 6: Outline

All students will turn in a copy of their outline including works cited to the EE Coordinator in February. Exact deadline will be posted in the IB Major Assignments Calendar.

Task 7: Interim Reflection Session

The interim reflection session will take place in mid-February.

1. Schedule an appointment with your supervisor for your interim reflection session.
2. Bring your RRS or a notebook to write down your thoughts during the session. This will assist in completing your second required reflection.
3. You will have three days after your session to complete the next task (interim reflection).

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:

- your submitted outline
- 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.

Task 8: Interim Reflection

Following the interim session, the student is required to complete the second student comment section of the [Reflections on planning and progress form](#) and submit it to their supervisor electronically who must then sign and date the form. Supervisors will electronically send the signed form back to the student. Students have three days to complete the reflection after their session.

Refer to criterion E in the Extended Essay Rubric for information on how IB will be grading the reflections.

DEADLINE: The interim reflection must be fully complete and signed by a supervisor by the end of February. See specific dates in the IB Major Assignment Calendar.

Task 9: Write the Draft

During the months of March and April, students will write a full draft of their extended essay.

- refer to the Writing Process section
- continue with informal check-ins with your supervisor
- continue to make notes in your RRS

Task 10: Turn in Draft & Supervisor Feedback

At the very beginning of May, students will turn in their draft to the EE Coordinator. (see specific deadline in the IB Major Assignments Calendar)

By May 15th, students need to check-in with their supervisors to receive feedback. Some supervisors will ask you to make an appointment in order to discuss certain elements of the draft while others may give written feedback on the essay itself. It is the student's responsibility to obtain feedback from his or her supervisor.

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.



What supervisors cannot do:

- Correct spelling and punctuation.
- 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.

Task 11: Write the Final Paper

During the months of June through October, students are to work on the final draft of their essay that will be submitted to IB for grading.

- refer to the Writing Process section
- continue with informal check-ins with your supervisor
- continue to make notes in your RRS

Task 12: Turn in the Final Paper

Students are to turn in their final paper to the EE Coordinator by the date specified on the IB Major Assignments Calendar, which will be in November. You will not be allowed to make any changes to your essay after this date.

You will need:

- A hard copy with your name and your supervisor's name written on the cover
- An electronic copy saved as LAST NAME FIRST NAME EE Year – Example: Jensen Tara EE 2018

Task 13: Prepare for the Final Reflection Session (*Viva Voce*)

Students may prepare for the *viva voce* during the month of December.

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.

Task 14: Final Reflection Session (*Viva Voce*)

The *viva voce* will take place in January.

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

The *viva voce* is a celebration of the completion of the essay and a reflection on what the student has learned from the process. The *viva voce* should last 20–30 minutes. This is included in the recommended amount of time a supervisor should spend with the student.

The *viva voce* is:

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

Task 15: Final Reflection

Within three days of the final session, the student is required to complete the last student comment section of the *Reflections on planning and progress form*, sign and date it and submit it to their supervisor, who must then add their own comments, sign and date the form.

The Research and Writing Process

Developing a research question

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

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

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

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

Five steps to developing a research question

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

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

2. Carry out preliminary reading.

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

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

3. Consider the emerging questions.

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

4. Evaluate the question.

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

- a. Clear: Will the reader understand the nature of my research? Will it direct the research being undertaken?
- b. Focused: Will the research question be specific enough to allow for exploration within the scope of the task (that is, the number of words and time available)?
- c. Arguable: Does the research question allow for analysis, evaluation and the development of a reasoned argument?

5. Consider research outcomes.

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

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

Sample Research Questions

The following table gives guidance on the difference between unclear and unfocused research questions and those that are appropriately clear and focused, lending themselves to in-depth research.

Unclear, unfocused and unarguable research questions	Clear, focused, narrow research questions lending themselves to in-depth research
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?
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?

Constructing an Effective Outline

The Usefulness of an Outline

Outlines are especially helpful for significantly large essays because they help both you and your supervisor make sense of and organize an overwhelmingly large amount of information. 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. Let's take a look at the various ways in which you may outline your extended essay.

Models of Arrangement for Structuring a Paper

In its final form, your extended essay will generally be argued in one of the following ways. The best extended essays are most frequently ones in which the student writers can automatically answer which model of arrangement their paper takes. If you cannot or have not considered that by submission time, the criteria for content and organization will likely not receive full points. Content is directly affected by organization and vice versa. As you read the following models of arrangement below, consider which would be best suited for your particular subject area and then for your topic or question:

1. Chronological order: from first event to last event or from last event to first event
2. Spatial order: by arrangement in space
3. Classification: in groups sharing similar properties or characteristics
4. Order of degree: according to interest, importance, value, obviousness, certainty, or a similar quality
5. Cause-and-effect: from cause to effect or from effect to cause
6. Comparison-and-contrast order: from similarities to differences or from differences to similarities
7. Analytical order: according to parts and relationships among the parts
8. Inductive order, or synthesis: from specific examples to generalization based on those examples
9. Deductive order: from a general idea or principle to specific conclusions based on that general idea or principle
10. Order of impression, or association: according to the sequence in which things strike one's attention
11. Hierarchical order: from class to subclass (group within a class) or from subclass to class

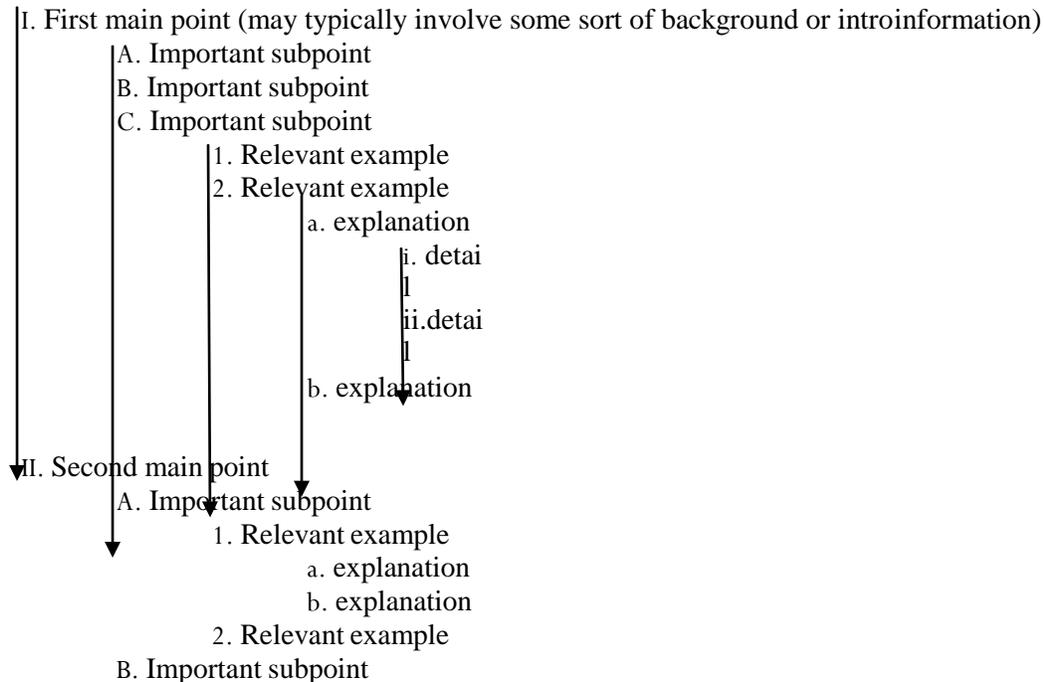
How did that go? If you look at number ten, for example, you should be able to discern that writing a science EE through order of impression would be a disaster. For an English EE? It might be very effective, if appropriate to your topic. It all depends, but note this: **It is very important that you consider discussing your organizational model of arrangement with your supervisor before you write your first draft.** Remember, once that draft is written, your supervisor cannot tell you where to move paragraphs or how to organize your EE. So, have that discussion early on. One final note: let's re-emphasize that there is no set formula for organizing your paper. Even within these eleven models of arrangement, your essay will grow outside these formats, and it should. But the key is to make sure you have clear purpose and direction at all times.

Drafting a Preliminary Outline

There are two kinds of outlines: topic outlines and sentence outlines. A topic outline is made up of key words or groups, while a sentence outline is made entirely of complete sentences. Both kinds are acceptable, but talk to your supervisor about which one he/she would prefer you complete. A typed topic outline would appear like this:

Topic Outline: Working Title of Paper Here (Centered)

Working Thesis: (write here)



General Rules for Outline Presentation

1. Alternate numbers and letters
 - A. Use Roman numerals (I, II, III, IV, and so on) for main topics
 - B. Use capital letters for subpoints
 - C. Use Arabic numbers (1, 2, 3) for examples
 - D. Use lowercase letters for details
2. Use a period after each division or letter
3. Capitalize the first word of each point
4. Place no periods after the point in a topic outline
5. Maintain parallel structure. Do not mix topic and sentence outlines. All entries should be phrases or sentences
6. For any point, make at least two subdivisions underneath or none, since it is impossible to divide whole idea into only one piece!
7. All categories (Roman numerals, letters, numbers) should fall under the same indenting line down the page for readability. In other words, if you were to use a ruler, all Roman numerals would align, all capital letters would align, all lowercase letters would align, and so on (see arrows above)

Model of a Topic and Sentence Outline

Topic Outline: The Political Message of John Steinbeck's *The Grapes of Wrath*

Working Thesis: The purpose of this paper is to show that Steinbeck's novel expressed a strong political message; it warned that exploitation of migrant workers would cause them to rise up as a group against their oppressors, the state, and the wealthy landowners.

- I. The historical background of the migrant situation
 - A. The Dust Bowl of the 1930s
 - B. The migration to California
 - C. The nature of California agriculture
 - D. The living conditions among the migrants
 1. low pay
 2. issues of safety
 - a. farm and field equipment
 - b. lack of local resources
 - i. doctors and local hospitals
 - ii. transportation
 3. extended workweek
- II. Steinbeck's opinions about the migrant situation
 - A. Steinbeck's publication of *Their Blood is Strong*
 - B. Steinbeck's descriptions of the migrants' lives
 - C. Steinbeck's warning about the consequences of exploitation
- III. Steinbeck's message about the migrant situation in *The Grapes of Wrath*
 - A. The Joads as self-absorbed, passive victims
 - B. The Joads as active agents of change
 - C. The conclusion of the novel as a warning
 - D. The title of the novel as a parallel between the migrant system and Babylon Here is

how the last section would look as a sentence outline:

- III. What was Steinbeck's message about the migrant situation in *The Grapes of Wrath*?
 - A. The Joads began their time of struggle as self-absorbed, passive victims.
 - B. During the struggle, the Joads became active agents of change.
 - C. The conclusion of the novel is a warning.
 - D. The title of the novel draws a parallel between the migrant system and Babylon

Writing the Extended Essay

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

There are six required elements of the final work to be submitted. More details about each element are given below.

Six required elements of the extended essay:

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

Title Page

The title page should include **only** the following information:

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

An important note:

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

The title

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

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?
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 <i>Dr Faustus</i> ?

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?
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Contents page

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

Introduction

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

While students should have a sense of the direction and key focus of their essay, it is sometimes advisable to finalize the introduction once the body of the essay is complete.

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

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

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

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

Conclusion

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

References and bibliography

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

Presentation

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

To help achieve this, the following formatting is required:

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

Submitting the extended essay in the required format will help set the tone of the essay and will aid readability for on-screen assessment by examiners.

Word counts

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

Please note: Examiners are instructed not to read or assess any material in excess of the word limit. This means that essays containing more than 4,000 words will be compromised across all assessment criteria. Given the holistic nature of the assessment criteria, students who write in excess of the word limit will self-penalize across all criteria. For example, in criterion B, any knowledge and understanding demonstrated beyond the 4,000-word limit will be treated as if it were not present; in criterion C, analysis, discussion or evaluation made beyond the 4,000-word limit will be treated as if the point had not been made.

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

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

 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
	The <i>Reflections on planning and progress form</i>

Illustrations

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

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

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

Tables

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

Footnotes and endnotes

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

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

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

Appendices

Appendices are not an essential part of the extended essay and examiners will not read them, or use any information contained within them, in the assessment of the essay. Students must take care to ensure that all information with direct relevance to the analysis, discussion and evaluation of their essay is contained in the main body of it. Appendices should therefore be avoided except in the following instances:

- an exemplar of a questionnaire or interview questions
- an exemplar of permission letters
- group 1, category 1 essays: copies of poems or short stories (of less than three pages)
- group 1, category 3 essays: excerpts from newspapers, advertisements and transcripts of speeches
- language acquisition, category 1 and 2: excerpts from newspapers, advertisements, transcripts of speeches, etc
- language acquisition, category 3: excerpts or copies of poems or short stories (less than 3 pages)
- an external mentor letter, where one has been used
- raw data or statistical tables for experimental sciences (this should not include any analysis or conclusions).

Students should not continually refer to material presented in an appendix as this may disrupt the continuity of the essay and examiners are not required to refer to them.

Reliance on external resources

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

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

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

Specimen materials

Specimen materials used in, or produced by, investigations do not form part of the extended essay and must not be submitted. Photographic evidence may be submitted in place of such material.

Academic honesty

The Diploma Programme prides itself on promoting high standards of academic honesty.

Academic honesty in the Diploma Programme is a set of values and behaviours informed by the attributes of the learner profile. In teaching, learning and assessment, academic honesty serves to promote personal integrity, engender respect for the integrity of others and their work, and ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.

All coursework—including work submitted for assessment—must be authentic, based on the student's individual and original ideas with the ideas and work of others fully acknowledged. Assessment tasks that require teachers to provide guidance to students or that require students to work collaboratively must be completed in full compliance with the detailed guidelines provided by the IB for the relevant subjects.

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

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

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

Acknowledging the ideas or work of another person

Students must acknowledge all sources used in work submitted for assessment. The following is intended as a clarification of this requirement.

Diploma Programme students submit work for assessment in a variety of media that may include audio-visual material, text, graphs, images and/or data published in print or electronic sources. If students use the work or ideas of another person, they must acknowledge the source using a standard style of referencing in a consistent manner. A student's failure to acknowledge a source will be investigated by the IB as a potential breach of regulations that may result in a penalty imposed by the IB final award committee.

The IB does not prescribe which style(s) of referencing or in-text citation should be used by students; this is left to the discretion of appropriate faculty/staff in the student's school. The wide range of subjects, response languages and the diversity of referencing styles make it impractical and restrictive to insist on particular styles. In practice, certain styles may prove most commonly used, but schools are free to choose a style that is appropriate for the subject concerned and the language in which students' work is written.

The following criteria must be applied.

- Students are expected to use a standard style and use it consistently so that credit is given to all sources used, including sources that have been paraphrased or summarized.
- When writing, students must clearly distinguish (in the body of the text) between their words and those of others by the use of quotation marks (or other method like indentation) followed by an appropriate citation that denotes an entry in the bibliography.
- Students are not expected to show faultless expertise in referencing, but are expected to demonstrate that all sources have been acknowledged.
- Students must be advised that any audio-visual material, text, graphs, images and/or data that is crucial to their work and that is not their own must also attribute the source. Again, an appropriate style of referencing/citation must be used.
- Regardless of the reference style adopted by the school for a given subject, it is expected that the minimum information given includes:
 - name of author
 - date of publication
 - title of source
 - page numbers as applicable
 - date of access (electronic sources)
 - URL.

Extended Essay Timeline: Years 1 & 2

September	Introduction & Requirements of the Extended Essay
October	Secure a supervisor Choose subject area and peruse the subject specific guide on the EE website Turn in the supervisor & subject form to the EE Coordinator Prepare for the first reflection session Use your researcher's reflection space during the entire process Informal check-ins with your supervisor are strongly encouraged during this preparation time!
November	Formal Reflection Session #1 Formal Reflection #1 (RPPF Form) to Supervisor for Signature and Date Proposal and Consent Form – bring a copy to Formal Reflection Session #1 and then turn in to the EE Coordinator after the reflection session
December/January	Prepare for the interim reflection session Use your researcher's reflection space during the entire process Informal Check-Ins with Supervisor
February	EE Outline with Bibliography/Works Cited Due Interim Reflection Session Interim Reflection (RPPF Form) to Supervisor for Signature and Date
March/April	Work on Draft Use your researcher's reflection space during the entire process Informal Check-Ins with Supervisor
May	EE Draft Due to the EE Coordinator Draft Feedback from Supervisor
June/July	Work on Final EE
August-October	Work on Final EE Informal Check-Ins with Supervisor
November	Final EE Due to EE Coordinator
December	Prepare for the Final Reflection Session (Viva Voce)
January/February	Final Reflection Session (Viva Voce) Final Reflection (RPPF Form) to Supervisor within 3 days of the viva voce

FORMS

Extended Essay Supervisor & Subject Form

It is extremely important that the supervisor you choose is well versed in the subject of your extended essay.

Please refer to the end of the document EE Academic Subjects and Categories to assist you in filling out this form. You do not need to have a topic or question yet. That will be part of your next steps.

Candidate Name: _____

Academic Subject: _____

Category: _____

Supervisor: _____

Supervisor's Signature: _____

***Form to be signed by your supervisor and turned in to the EE Coordinator by the due date.**

Candidate Name: _____

Supervisor Name: _____

Extended Essay Proposal and Consent Form

(Bring to Reflection Session #1 & then turn in to the EE Coordinator)

Academic Subject: _____

Category (if applicable): _____

Refer to your [Subject Specific Guide](#) for assistance in how to complete the following: Note: If a box for credentials pops up, just hit cancel. Scroll down to your subject on the left for the guide.

TOPIC
“Working Research Question”
Approach

What preliminary research have you done on this topic? (Consult your RRS – you may include a copy of portions of your RRS)

What do you already know about the topic? What have you already read about this topic? Include book titles, article titles, websites, etc. (attach a page if necessary)

If you plan on researching a topic in the sciences, what are your plans for field work or laboratory work?

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?

Parent signature _____ **Date:** _____

Supervisor signature _____ **Date:** _____

EE/RPPF

For first assessment in 2018

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Baccalauréat International
Bachillerato Internacional

Candidate personal code:

Extended essay - Reflections on planning and progress form

Candidate: This form is to be completed by the candidate during the course and completion of their EE. This document records reflections on your planning and progress, and the nature of your discussions with your supervisor. You must undertake three formal reflection sessions with your supervisor: The first formal reflection session should focus on your initial ideas and how you plan to undertake your research; the interim reflection session is once a significant amount of your research has been completed, and the final session will be in the form of a viva voce once you have completed and handed in your EE. This document acts as a record in supporting the authenticity of your work. The three reflections combined must amount to no more than 500 words.

The completion of this form is a mandatory requirement of the EE for first assessment May 2018. It must be submitted together with the completed EE for assessment under Criterion E.

Supervisor: You must have three reflection sessions with each candidate, one early on in the process, an interim meeting and then the final viva voce. Other check-in sessions are permitted but do not need to be recorded on this sheet. After each reflection session candidates must record their reflections and as the supervisor you must sign and date this form.

First reflection session

Candidate comments:

Date:

Supervisor initials:

Interim reflection

Candidate comments:

Date:

Supervisor initials:

Final reflection - Viva voce

Candidate comments:

Date:

Supervisor initials:

Supervisor comments:



Extended Essay Assessment Criteria (Rubric) (beginning 2018)

	0	1-2	3-4	5-6
<p>Criterion A: Focus and Method This criterion focuses on the topic, the research question and the methodology. It assesses the explanation of the focus of the research (this includes the topic and the research question), how the research will be undertaken, and how the focus is maintained throughout the essay.</p>	<p>The work does not reach a standard outlined by the descriptors</p>	<p>The topic is communicated unclearly and incompletely.</p> <ul style="list-style-type: none"> • 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. <p>The research question is stated but not clearly expressed or too broad.</p> <ul style="list-style-type: none"> • 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. • 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. <p>Methodology of the research is limited.</p> <ul style="list-style-type: none"> • The source(s) and/or method(s) to be used are limited in range given the topic and research question. • There is limited evidence that their selection was informed. 	<p>The topic is communicated.</p> <ul style="list-style-type: none"> • Identification and explanation of the research topic is communicated; the purpose and focus of the research is adequately clear, but only partially appropriate. <p>The research question is clearly stated but only partially focused.</p> <ul style="list-style-type: none"> • The research question is clear but the discussion in the essay is only partially focused and connected to the research question. <p>Methodology of the research is mostly complete.</p> <ul style="list-style-type: none"> • Source(s) and/or method(s) to be used are generally relevant and appropriate given the topic and research question. • There is some evidence that their selection(s) was informed. <p>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.</p>	<p>The topic is communicated accurately and effectively.</p> <ul style="list-style-type: none"> • Identification and explanation of the research topic is effectively communicated; the purpose and focus of the research is clear and appropriate. <p>The research question is clearly stated and focused.</p> <ul style="list-style-type: none"> • The research question is clear and addresses an issue of research that is appropriately connected to the discussion in the essay. <p>Methodology of the research is complete.</p> <ul style="list-style-type: none"> • An appropriate range of relevant source(s) and/or method(s) have been applied in relation to the topic and research question. • There is evidence of effective and informed selection of sources and/or methods.
<p>Criterion B: Knowledge and understanding This criterion assesses the extent to which the research relates to the subject area/discipline used to explore the research question, or in the case of the world studies extended essay, the issue addressed and the two disciplinary perspectives applied, and additionally the way in which this knowledge and understanding is demonstrated through the use of appropriate terminology and concepts.</p>	<p>The work does not reach a standard outlined by the descriptors</p>	<p>Knowledge and understanding is limited.</p> <ul style="list-style-type: none"> • The selection of source material has limited relevance and is only partially appropriate to the research question. • Knowledge of the topic/discipline(s)/issue is anecdotal, unstructured and mostly descriptive with sources not effectively being used. <p>Use of terminology and concepts is unclear and limited.</p> <ul style="list-style-type: none"> • Subject-specific terminology and/or concepts are either missing or inaccurate, demonstrating limited knowledge and understanding. 	<p>Knowledge and understanding is good.</p> <ul style="list-style-type: none"> • The selection of source material is mostly relevant and appropriate to the research question. • Knowledge of the topic/discipline(s)/issue is clear; there is an understanding of the sources used but their application is only partially effective. <p>Use of terminology and concepts is adequate.</p> <ul style="list-style-type: none"> • The use of subject-specific terminology and concepts is mostly accurate, demonstrating an appropriate level of knowledge and understanding. <p>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.</p>	<p>Knowledge and understanding is excellent.</p> <ul style="list-style-type: none"> • The selection of source materials is clearly relevant and appropriate to the research question. • Knowledge of the topic/discipline(s)/issue is clear and coherent and sources are used effectively and with understanding. <p>Use of terminology and concepts is good.</p> <ul style="list-style-type: none"> • The use of subject-specific terminology and concepts is accurate and consistent, demonstrating effective knowledge and understanding.

	0	1-3	4-6	7-9	10-12
<p>Criterion C: Critical thinking This criterion assesses the extent to which critical-thinking skills have been used to analyse and evaluate the research undertaken.</p>	<p>The work does not reach a standard outlined by the descriptors</p>	<p>The research is limited.</p> <ul style="list-style-type: none"> The research presented is limited and its application is not clearly relevant to the RQ. <p>Analysis is limited.</p> <ul style="list-style-type: none"> There is limited analysis. Where there are conclusions to individual points of analysis these are limited and not consistent with the evidence. <p>Discussion/evaluation is limited.</p> <ul style="list-style-type: none"> An argument is outlined but this is limited, incomplete, descriptive or narrative in nature. The construction of an argument is unclear and/or incoherent in structure hindering understanding. Where there is a final conclusion, it is limited and not consistent with the arguments/evidence presented. There is an attempt to evaluate the research, but this is superficial. <p>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.</p>	<p>The research is adequate.</p> <ul style="list-style-type: none"> Some research presented is appropriate and its application is partially relevant to the Research question. <p>Analysis is adequate.</p> <ul style="list-style-type: none"> There is analysis but this is only partially relevant to the research question; the inclusion of irrelevant research detracts from the quality of the argument. Any conclusions to individual points of analysis are only partially supported by the evidence. <p>Discussion/evaluation is adequate.</p> <ul style="list-style-type: none"> An argument explains the research but the reasoning contains inconsistencies. The argument may lack clarity and coherence but this does not significantly hinder understanding. Where there is a final or summative conclusion, this is only partially consistent with the arguments/evidence presented. The research has been evaluated but not critically. 	<p>The research is good.</p> <ul style="list-style-type: none"> The majority of the research is appropriate and its application is clearly relevant to the research question. <p>Analysis is good.</p> <ul style="list-style-type: none"> 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. Conclusions to individual points of analysis are supported by the evidence but there are some minor inconsistencies. <p>Discussion/evaluation is good.</p> <ul style="list-style-type: none"> An effective reasoned argument is developed from the research, with a conclusion supported by the evidence presented. 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. The research has been evaluated, and this is partially critical. 	<p>The research is excellent.</p> <ul style="list-style-type: none"> The research is appropriate to the research question and its application is consistently relevant. <p>Analysis is excellent.</p> <ul style="list-style-type: none"> 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. <p>Discussion/evaluation is excellent.</p> <ul style="list-style-type: none"> 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.
	0	1-2	3-4		
<p>Criterion D: Presentation This criterion assesses the extent to which the presentation follows the standard format expected for academic writing and the extent to which this aids effective communication.</p>	<p>The work does not reach a standard outlined by the descriptors</p>	<p>Presentation is acceptable.</p> <ul style="list-style-type: none"> The structure of the essay is generally appropriate in terms of the expected conventions for the topic, argument and subject in which the essay is registered. Some layout considerations may be missing or applied incorrectly. Weaknesses in the structure and/or layout do not significantly impact the reading, understanding or evaluation of the extended essay. 	<p>Presentation is good.</p> <ul style="list-style-type: none"> The structure of the essay clearly is appropriate in terms of the expected conventions for the topic, the argument and subject in which the essay is registered. Layout considerations are present and applied correctly. The structure and layout support the reading, understanding and evaluation of the extended essay. 		

	0	1-2	3-4	5-6
<p>Criterion E: Engagement This criterion assesses the student's engagement with their research focus and the research process. It will be applied by the examiner at the end of the assessment of the essay, and is based solely on the candidate's reflections as detailed on the RPPF, with the supervisory comments and extended essay itself as context.</p>	<p>The work does not reach a standard outlined by the descriptors or a RPPF has not been submitted.</p>	<p>Engagement is limited.</p> <ul style="list-style-type: none"> • Reflections on decision-making and planning are mostly descriptive. • These reflections communicate a limited degree of personal engagement with the research focus and/or research process. 	<p>Engagement is good.</p> <ul style="list-style-type: none"> • Reflections on decision-making and planning are analytical and include reference to conceptual understanding and skill development. • These reflections communicate a moderate degree of personal engagement with the research focus and process of research, demonstrating some intellectual initiative. 	<p>Engagement is excellent.</p> <ul style="list-style-type: none"> • Reflections on decision-making and planning are evaluative and include reference to the student's capacity to consider actions and ideas in response to challenges experienced in the research process. • These reflections communicate a high degree of intellectual and personal engagement with the research focus and process of research, demonstrating authenticity, intellectual initiative and/or creative approach in the student voice.