

ANDRESS HIGH SCHOOL

Extended Essay
Student/Teacher Handbook



EXTENDED ESSAY HANDBOOK
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INTERNATIONAL BACCALAUREATE MISSION STATEMENT

"The International Baccalaureate (IB) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."

IB LEARNER PROFILE

| | |
|----------------------|---|
| <i>Inquirers</i> | They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives. |
| <i>Knowledgeable</i> | They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines. |
| <i>Thinkers</i> | They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions. |
| <i>Communicators</i> | They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others. |
| <i>Principled</i> | They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them. |
| <i>Open-minded</i> | They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience. |
| <i>Caring</i> | They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. |
| <i>Risk-takers</i> | They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs. |
| <i>Balanced</i> | They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others. |
| <i>Reflective</i> | They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development. |

WHAT IS THE EXTENDED ESSAY?

The Extended Essay (EE) is an in-depth, independent research and writing project that is a mandatory component to be completed by all students seeking to earn an IB Diploma. The project culminates in the formal presentation of a sustained piece of academic writing no longer than 4,000 words, plus an additional reflection of no more than 500 words. The EE is guided by a self-chosen research question within a list of approved Diploma Programme (DP) topics along with the personal guidance of an Address faculty member as a supervisor and mentor. The EE allows students an opportunity to engage in rigorous research and academic writing, challenging them to grow intellectually as critical thinkers and communicators, ultimately helping to prepare students for the rigors of studying at college or university. At the conclusion of the project, the student will meet with his/her supervisor to complete the viva voce, a final interview that allows reflection and closure on a very personal project and experience.

Once submitted, the EE is forwarded to the IB organization to be graded externally by examiners using a prescribed, common criteria appropriate to each DP topic. The final marks of the EE will be combined with Theory of Knowledge (TOK) grades, and can help students earn up to three points toward the completion of the DP.

Failing to submit an EE or earning a failing mark on the EE will automatically disqualify a student from attaining an IB Diploma, regardless of how many points they may have earned in other classes.

The Extended Essay is:

- compulsory for all Diploma Programme students
- a piece of independent research/investigation on a topic chosen by the student in cooperation with an in-school supervisor
- presented as a formal piece of scholarship containing between 3,500 and 4,000 words (around 13-15 pages)
- the result of approximately 40 hours of work by the student
- concluded with a short interview, or viva voce, with the supervising teacher
- 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

AIMS AND OBJECTIVES

The aim of the Extended Essay is to provide students with the opportunity to:

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

In working on the Extended Essay, students are expected to:

- plan and pursue a research project with intellectual initiative and insight
- formulate a precise research question
- gather and interpret material from sources appropriate to the research question
- structure a reasoned argument in response to the research question on the basis of the material gathered
- present their Extended Essay in a format appropriate to the subject, acknowledging sources in an established academic method
- use the terminology and language appropriate to the subject with skill and understanding
- apply analytical and evaluative skills appropriate to the subject, with an understanding of the implications and the context of their research

WHICH SUBJECTS ARE SUITABLE FOR AN EXTENDED ESSAY?

The subject for the Extended Essay must come from a list developed by IB. IB and Andress High School IB faculty strongly recommend that students choose a subject that corresponds to one of their six chosen courses for the IB diploma. A student's background knowledge of a subject will aid him or her in producing a high-quality piece of scholarship. When a student chooses to complete an Extended Essay in a subject that they are not studying as part of the Diploma Programme, they often receive lower marks.

For the graduating class of 2020, only the following subjects will be offered through Andress High School's IB Program for the Extended Essay:

- 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.)
- Individuals and societies
 - History

All Extended Essays must be written in the English language.

Additional information on these subjects will be found under '**How is the EE graded? Subject-specific guidance.**' (p. 33)

SELECTING A MENTOR/SUPERVISOR

Each student submitting an Extended Essay is mentored/supervised by a teacher at Andress High School with appropriate qualifications and/or experience in the subject chosen by the candidate. Selecting IB-trained teachers is preferred, but not required. A list of teachers will be made available to IB candidates.

Students should begin by scheduling a meeting with a potential supervisor, though the student should have more than one potential supervisor in mind. The student should have their subject selected, read the subject-specific guidelines, and have a tentative research question prepared to propose to the teacher. The teacher must agree to supervise the student, or decide if the student may work better with a different mentor/supervisor.

No supervisor may work with more than 3 students at a time.

What are the responsibilities of the supervisor?

Supervisors WILL:

- discuss the choice of topic with the student, and help guide the student towards a well-focused research question, ensuring the student chooses a suitable research question that will lend itself to an analytical approach (note: the student *must* decide on the topic, the research question, and develop his or her own ideas)
- provide the student with advice and guidance in the skills of undertaking research
- be familiar with the regulations governing the Extended Essay and the assessment criteria, and assist the student with any clarification they may require
- monitor the progress of the EE to offer guidance and feedback, and to ensure that the essay is the student's own work (the student will be required to schedule and attend appointments with their supervisor)
 - Feedback should indicate how the essay could be improved. These comments should be open-ended and not involve editing the text. For example:
 - Issue: The research question should be expressed differently in three places (the title page, the introduction and the conclusion).
Comment: Is your research question consistent through the essay, including on the title page?
 - Issue: The essay rambles and the argument is not clear.
Comment: Your essay lacks clarity here. How might you make it clearer?
 - Issue: The student has made a mistake in their calculations.
Comment: Check this page carefully.
 - Issue: The student has left out a section of the essay.
Comment: You are missing something here. What is it? Check the essay against the requirements.
 - Issue: The essay places something in the appendix that should be in the body of the essay.
Comment: Are you sure this belongs here?
 - Issue: The conclusion is weak.
Comment: What is it that you are trying to say here? Have you included all your relevant findings? Have you looked at unanswered questions?
 - Issue: The essay has an incomplete citation.
Comment: You need to check this page for accuracy of referencing.

Supervisors WILL: (cont.)

- undertake three mandatory reflection sessions with each student he or she is supervising
- read and comment on *only* one completed draft of the Extended Essay
- read the final version to confirm its authenticity
- submit a predicted grade for the student's Extended Essay, see '**Required forms**' (p. 61)
- complete the supervisor's report as a part of the RPPF, see '**Required forms**' (p. 53)
- write a more in-depth report for IB if the student does not attend meetings or plagiarizes

Supervisors WILL NOT:

- proofread or edit, to include correcting spelling and/or punctuation
- re-write any of the essay
- indicate where whole sections of the essay might be better placed
- find resource materials for student's use
- correct any formatting, to include bibliographies or citations
- pursue the student to schedule appointments and meet deadlines

What are the responsibilities of the student?

Students WILL:

- choose a topic that fits into one of the subjects on the approved list
- formulate a well-focused research question, and complete research required to answer posed research question
- record sources as research progresses, constructing a complete list of sources used to submit with the final draft of the Extended Essay
- observe the guidelines relating to the Extended Essay (including, but not limited to subject chosen, formatting, 4,000 word limit, etc.)
- observe all appropriate criterion for subject chosen
- schedule and attend appointments with their supervisor, and meet all deadlines
- be prepared for appointments with their supervisor with questions, concerns, research completed, and so on
- proofread and revise their final draft of the Extended Essay before submitting

Students WILL (cont.):

- work according to the academic honesty policies of both IB and Andress High School, and upload their first and final draft to Turnitin.com for a plagiarism check

It is STRONGLY RECOMMENDED that students:

- begin researching a potential subject area early
- carefully consider the research question formulated for their essay
- create a plan for acquiring research material for their essay (e.g. creating a scheduled timeline, locating academic sources, locating print available in the library for research purposes, etc.)
- create a schedule for writing the essay, including extra time for delays and unforeseen obstacles
- structure an outline of their Extended Essay before beginning to write
- schedule additional ‘check-ins’ with their supervisor, aside from the three required formal meetings

REFLECTION SESSIONS

There are three mandatory reflection sessions that are a formal part of the Extended Essay, and should be recorded on the Reflections on planning and progress form (RPPF). The RPPF can be found under '**Required forms.**' (p. 51)

Following each of these three reflection meeting sessions, students are required to complete the relevant comment section on the RPPF and submit it to their supervisor. The supervisor must then sign 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 IB 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 blank or un-submitted RPPF will score a 0 for criterion E.

The initial reflection session

The initial reflection session should be a dialogue between the student and the supervisor based on the student's initial explorations. The student should send their supervisor a working research question at least 24 hours in advance of the meeting in order to give the supervisor the opportunity to review their work. The students should also have 3-4 sources on hand, and be prepared to discuss their preliminary research. This will ensure that the reflection session is focused and productive.

Topics of discussion that should arise during this session include:

- a dialogue about possible approaches and 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 help further develop the student's research question if necessary
- an outline of the next steps that the student should undertake in order to refine their question if necessary; this should take the form of a research plan and creating a timeline
- any potential problems the student has encountered, as well as foresight on other issues that may arise
- a review of the requirements and assessment criteria for the subject

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. The student should send their supervisor a complete piece of sustained writing (minimum of 2,000 words are recommended) at least 24 hours in advance of the meeting in order to give the supervisor the opportunity to review their work. The student should have at least 6-8 sources on hand, ready to discuss, and must also be able to discuss any challenges they have encountered, and offer their own potential solutions and seek advice as necessary.

The interim reflection session (cont.)

During this session the supervisor might discuss:

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

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

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

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

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. Sometime between the interim reflection and the final reflection session, the student must make time to discuss a complete draft of their Extended Essay, supported by at least 10-12 academic sources, with their supervisor. The student should schedule a meeting and submit their Extended Essay 24 hours prior to the supervision session to allow their supervisor time to review their work and provide feedback. A one-to-one discussion between the supervisor and the student should follow. The student should take thorough notes of any recommendations for improvement made by the supervisor.

Final reflection session (viva voce)

The viva voce is a short interview between the student and the supervisor, and is the mandatory conclusion to the Extended Essay process. Students who do not attend the viva voce will be disadvantaged under criterion E (engagement) as the Reflections on planning and progress form will be incomplete. The viva voce is conducted once the student has uploaded the final version of their Extended Essay to the IB for assessment. At this point in the process, no further changes can be made to the essay. The viva voce is a celebration of the completion of the essay and a reflection on what the student has learned from the process.

The viva voce is:

- an opportunity for the supervisor to confirm the authenticity of the student's ideas and sources

Final reflection session (viva voce) (cont.):

- an opportunity to reflect on successes and difficulties encountered in the research process
- an aid to the supervisor's comments on the Reflections on planning and progress form

The viva voce should last 20–30 minutes.

In conducting the viva voce and writing their comments on the Reflections on planning and progress form, supervisors should bear in mind the following:

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

ACADEMIC HONESTY

Academic honesty in the Diploma Programme is a set of values and behaviors 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, is to 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 on a reference page and/or a bibliography, which, regardless of the system used, must ensure the minimum requirements.

Producing accurate references and a bibliography (though only a reference page is required) 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

Coordinators and teachers are reminded that candidates must acknowledge all sources used in work submitted for assessment.

If a candidate uses the work or ideas of another person, the candidate must acknowledge the source using a standard style of referencing in a consistent manner. A candidate'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 candidates; however, the Andress High School IB asks all work submitted to be formatted in APA-style.

Candidates are expected to:

- use APA-style format and use it consistently, so that credit is given to all sources used, including sources that have been paraphrased or summarized
- clearly distinguish between his or her words and those of others by the use of quotation marks (or other methods, such as indentation) followed by an appropriate citation that denotes an entry on the reference page
- reference and cite audio-visual material, text, graphs, images and/or data that is crucial to their work and that is not their own

Candidates are expected to (cont.):

- 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)

- demonstrate that all sources have been acknowledged

“Double dipping”

Students must ensure that they are not using material submitted for any other assessment component as part of their EE submission—see **subject-specific guidance** for more details under ‘**How is the EE graded?**’ (p. 33).

Authenticating student work

All Extended Essays submitted to the IB for assessment must be authenticated by the student and supervisor. In addition, IB candidates will be required to upload their first and final draft to turnitin.com for a plagiarism check.

If the supervisor is unable to confirm the authenticity of the work, this must be brought to the attention of the Diploma Programme coordinator, who in turn should refer to the Handbook of procedures for the Diploma Programme for guidance. 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.

EXTENDED ESSAY CALENDAR

| JUNIOR YEAR | | |
|---|--|---|
| <i>Date</i> | <i>Candidate Requirements</i> | <i>Action/Form</i> |
| March 4 – 8, 2019 | Student selects an EE subject area, identifies a teacher(s) with whom they'd like to work | 'Choice of subject and mentor' form to be completed in handbook, supervisor's signature required |
| March 11 – 15, 2019 <i>(initial reflection session)</i> | Student has committed to an EE subject, has a working research question, and has completed some preliminary research | 'Research question proposal and research completed' form to be completed in handbook, supervisor's signature required <i>First reflection should be completed on RPPF, supervisor's initials required</i> |
| March/April 2019 | | Student should consider submitting an outline of their Extended Essay to their supervisor for review, no form required |
| April 22 – 26, 2019 <i>(interim reflection session)</i> | Student must have a sustained piece of writing to submit to their supervisor for review (at least 2,000 words are recommended) | 'Review of partial rough draft and research completed' form to be completed in handbook, supervisor's signature required <i>Interim reflection should be completed on RPPF, supervisor's initials required</i> |
| Summer 2019 | | Student should continue to work on their research, and work towards a completing a first draft before their Senior year begins. |
| SENIOR YEAR | | |
| September 3 – 6, 2019 | Student must have a complete first draft to submit to their supervisor for review | 'Review of complete first draft and research completed' form to be completed in handbook, supervisor's signature required |
| October 2019 | | Student should consider scheduling at least one more meeting with their supervisor before submitting their final draft, no form required |
| November 15, 2019 | Student must be prepared to submit the final version of their Extended Essay | Students will meet with the Extended Essay coordinator to submit the final version of their Extended Essay |
| November 18 – 21, 2019 <i>(final reflection session—viva voce)</i> | Student must submit the final version of their Extended Essay to their supervisor for review and authentication | 'Review of final draft for authentication' form to be completed in handbook, supervisor's signature required <i>Final reflection (viva voce) should be completed on RPPF, supervisor's initials required</i> <i>The RPPF will be submitted by the supervisor to the Extended Essay coordinator after the supervisor has completed their comments.</i> |

It is highly recommended that students schedule appointments and meet with their supervisor more than noted in the calendar.

THE EXTENDED ESSAY RESEARCH PROCESS

The Extended Essay research process should occur as follows:

1) Choose an IB subject for your Extended Essay which will be registered with the IB. The first step is choosing a subject for the Extended Essay. The Andress High School IB program allows students to select from the following approved DP topics:

- 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.)
- Individuals and societies
 - History

The student may take time to develop their specific topic of investigation or research question within that subject, but must register their Extended Essay with the IB in a specific subject at the very beginning of the research process. If a student switches subjects after registration, he or she will be charged a fee imposed by the IB.

2) Select a qualified supervisor. The supervisor must be an Andress High School faculty member, and teach within the Extended Essay subject area. A list of available supervisors will be provided. The supervisor will act as a mentor to the student during the process of writing the Extended Essay.

3) Review the subject-specific guidelines and command terms. A good research paper is not necessarily a good Extended Essay. This is mainly because of the specific and precise format that IB has prescribed for the Extended Essay. Within the general Extended Essay guidelines dictated by IB, each subject area has a unique and specific set of guidelines that must be followed. After deciding on a subject, students must carefully review the subject-specific guidelines. No matter how strong an Extended Essay may seem, adhering to the subject-specific guidelines is a crucial part of how the Extended Essay will be assessed and rated.

4) Conduct preliminary research. Within a student's chosen subject, he or she must further specify a focused topic of investigation or develop an original research question. In order to do this, students must learn more about their subject, and the scholarship and research that has occurred within the field. Students should consider completing their preliminary research using Andress High School's Library databases to access current scholarly articles, studies and data. Becoming familiar with trends in the subject and assaying the amount of sources available within the area of interest will help the student focus their Extended Essay.

5) Develop an original research question. Before a student begins, he or she must remember that the Extended Essay is an investigation, not a report. The point of the Extended Essay is not to summarize or regurgitate information. The student must investigate an original research question, present different points of view from diverse, scholarly sources, and answer the research question thoroughly. The EE research question must be original, focused, and discussed extensively with the student's supervisor.

The Extended Essay research process should occur as follows (cont.):

6) Reflect. Reflection is an important aspect of the DP core, with each element providing a different kind of reflection. In the Extended Essay, reflection focuses on progress during the research process. It is intended to help the candidate with their planning and completion of the Extended Essay, as well as allowing the student the opportunity to consider the effectiveness of their choices, to re-examine their ideas and decide whether changes are needed in order to complete the task. Three mandatory reflection sessions must take place between the student and the supervisor. These sessions must be allocated an appropriate length of time, and it is recommended that this be at least 20 minutes per session. Meetings should be scheduled by the student as needed. After each reflection session, the appropriate portion of the reflection form must be completed by the student.

7) Find scholarly sources. Highly-rated Extended Essays incorporate little to no unreliable sources, and instead rely on scholarly sources such as books, articles from newspapers, magazines and peer-reviewed journals. The student should take care to select sources written by experts in the field, and without any bias. Students should consider using Address High School's Library to access current scholarly articles, studies and data, both from print and online sources. If little to no academic data is available, the student may need to reconsider their research question.

8) Synthesize your sources. Reading and engaging with sources is an important process. The student must be sure to carefully assess the value of each source in investigating and answering the research question. Students should not summarize sources, but analyze and synthesize them in order to answer the research question. The student should be prepared for unforeseen circumstances—unfortunately, part of the research process is reading source material that ultimately is not useful, or discovering something later in the investigation that undermines what had been established. The student must leave enough time for this important process.

9) Complete and turn in an outline. While developing a strong, thoughtful thesis early on in the writing process should help focus the essay, outlining is an essential tool for logically shaping the paper. A strong outline helps the student see, and develop, the relationships among the points in their argument and assures them that the paper flows logically and coherently. Outlining not only helps the student place points in a logical order, but also helps organize subordinate supporting points, weed out irrelevant ideas, and decide if there are essential points that are missing from their argument. An outline will also help students synthesize their research. It is highly recommended that the student type quotes from their sources into the outline; this will help the students organize their sources and see how they blend with their own ideas. The student should make sure to properly cite as they select quotes or paraphrase information from sources in correct APA-style format.

10) Complete first draft over the summer. The student will work independently to write a complete first draft. Some students draft the introduction first. If the student chooses to write the introduction first, he or she must be prepared to revise it once the essay is complete. 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 and how it supports the argument. In most subjects, subheadings within the main body of the paragraph will help the reader understand the argument. Once the main body of the essay is complete, it is possible to finalize the introduction and conclusion.

The Extended Essay research process should occur as follows (cont.):

11) Turn in a copy of the completed first draft to supervisors. Commenting on one completed draft of the essay is a very important stage, and the last point at which the supervisor sees the essay before it is finally submitted. The level of support should be appropriate—too little support, and the essay may go forward as a weaker piece of work; too much help, and the essay may not be the work of an independent learner. The student should submit the essay draft at least 24-hours prior to meeting with the supervisor. This will allow time for the supervisor to add his or her comments.

12) Conference on first draft with supervisor. Submission of the first draft should be followed by a one-to-one discussion between the supervisor and the student in which they go through the comments together, creating a starting point for dialogue about the essay. This advice should be in terms of the way the work could be improved, but this first draft must not be heavily annotated or edited by the supervisor. The next version handed to the supervisor after the first draft must be the final one.

13) Revise first draft. The student should continue to work independently to proofread, edit, and revise his or her Extended Essay.

14) Submit essay to turnitin.com. The student will submit their Extended Essay on two separate occasions to turnitin.com: once after the first draft is complete, and again after the final draft is complete. This will be facilitated by the Extended Essay coordinator.

15) Viva voce. The viva voce is a short interview between the student, the supervisor and another teacher or administrator. This interview concludes the Extended Essay process.

16) Complete the Reflections on planning and progress form (RPPF). This form has been introduced to allow examiners to gain an insight into students' thinking throughout the process of undertaking their research and writing. It also allows the candidate to engage in a more summative reflection of their achievements and challenges while completing the Extended Essay. Students will complete their final written reflection after the viva voce. Supervisors must sign after each reflection is completed, and at the end of the process once the viva voce has taken place. The form is submitted along with the essay for external assessment.

FORMATTING THE EXTENDED ESSAY

The Extended Essay should be written in a clear, correct and formal academic style, appropriate to the subject from which the topic is drawn. The essay should be word-processed.

Length:

The Extended Essays should be between 3,600 and 4,000 words.

The upper limit of 4,000 words includes...

- the introduction
- the body
- the conclusion
- any quotations

The word limit does not include...

- acknowledgments
- the contents page
- maps, charts, diagrams, annotated illustrations and tables
- equations, formulas and calculations
- citations/references (whether parenthetical or numbered)
- footnotes or endnotes
- the bibliography
- appendices

Essays containing more than 4,000 words are subject to penalties, and examiners are not required to read material in excess of the word limit.

Title page:

The title should provide a clear indication of the focus of the essay. It should include the title, research question, registered DP subject, and a word count. The title should be precise, and not phrased in the form of a question. The research question should follow the title, and then the registered DP subject and word count would be found thereafter. See *Sample APA-style paper* (p. 21).

Contents page:

A contents page must be provided at the beginning of the Extended Essay and all pages should be numbered. An index is not required.

FORMATTING THE EXTENDED ESSAY (cont.)

Illustrations:

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

Bibliographies, References and Citations:

An Extended Essay must reflect academic honesty in research practices and provide the reader with the exact sources of quotations, ideas, and points of view through accurate works cited pages, and referencing. Producing accurate citations, referencing, and a works cited is a skill that students should be seeking to perfect. Documenting the research in this way is vital: it allows the reader 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 plagiarism, and will, therefore, be treated as a case of malpractice. For the Address High School IB Diploma Programme, students are asked to use in-text citations and create a reference page in correct APA-style format.

Research question

The research question should appear on the title page, and be visible as a header throughout the essay. It must also be re-stated in one way or another in the introduction and the conclusion.

Sample APA-style paper

The following is sample of how the Extended Essay should be formatted. A template is available on Microsoft Word.

Running head: RESEARCH QUESTION

Title

Research question:

Registered DP subject

Word count:

Table of Contents

Introduction 3
Heading 1 4
Heading 2 6
Heading 3 8
Conclusion 10
References (everything you used/cited in your paper) 11
Bibliography (everything you looked at even if it isn't directly cited) 13

Title

[The body of your paper uses a half-inch first line indent and is double-spaced. APA style provides for up to five heading levels, shown in the paragraphs that follow. Note that the word *Introduction* should not be used as an initial heading, as it's assumed that your paper begins with an introduction.]

[Heading 1]

[The first two heading levels get their own paragraph, as shown here. Headings 3, 4, and 5 are run-in headings used at the beginning of the paragraph.]

Conclusion

All headings are optional. Only the title is required.

References

Last Name, F. M. (Year). Article Title. *Journal Title*, Pages From - To.

Last Name, F. M. (Year). *Book Title*. City Name: Publisher Name.

Tables

Table 1

[Table Title]

| Column Head | Column Head | Column Head | Column Head | Column Head |
|-------------|-------------|-------------|-------------|-------------|
| Row Head | 123 | 123 | 123 | 123 |
| Row Head | 456 | 456 | 456 | 456 |
| Row Head | 789 | 789 | 789 | 789 |
| Row Head | 123 | 123 | 123 | 123 |
| Row Head | 456 | 456 | 456 | 456 |
| Row Head | 789 | 789 | 789 | 789 |

Note: [Place all tables for your paper in a tables section, following references (and, if applicable, footnotes). Start a new page for each table, include a table number and table title for each, as shown on this page. All explanatory text appears in a table note that follows the table, such as this one. Use the Table/Figure style, available on the Home tab, in the Styles gallery, to get the spacing between table and note. Tables in APA format can use single or 1.5 line spacing. Include a heading for every row and column, even if the content seems obvious. A default table style has been setup for this template that fits APA guidelines. To insert a table, on the Insert tab, click Table.]

Figures title:

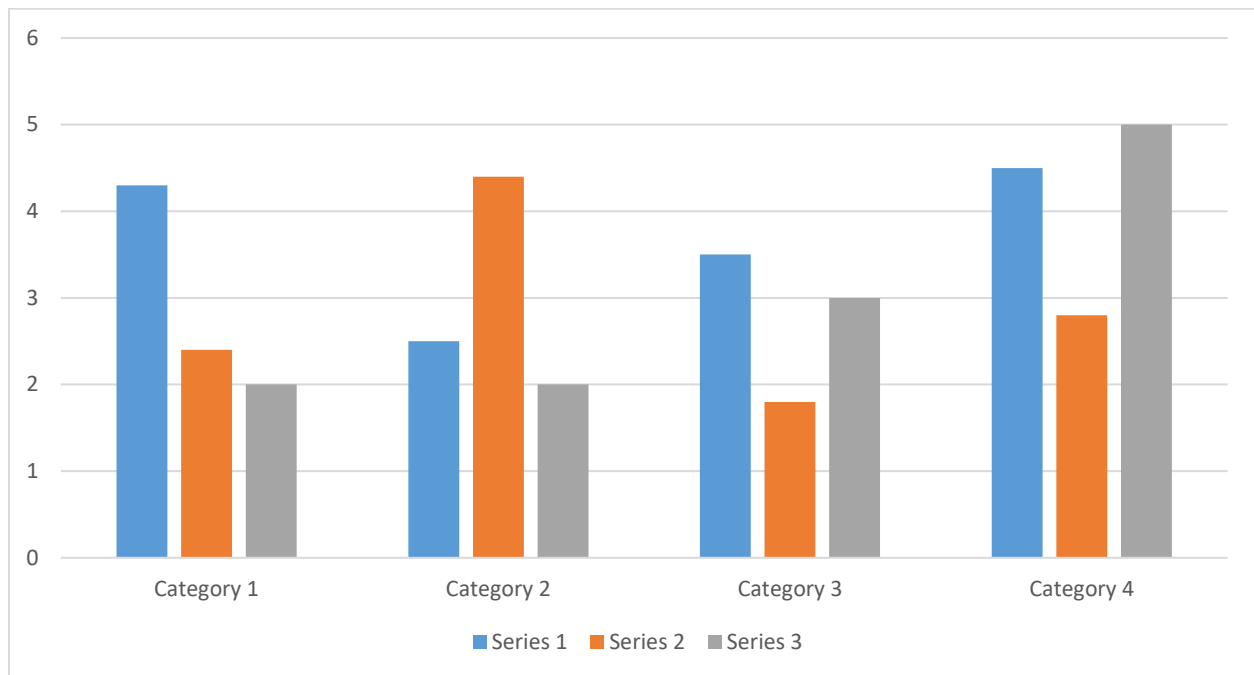


Figure 1. [Include all figures in their own section, following references (and footnotes and tables, if applicable). Include a numbered caption for each figure. Use the Table/Figure style for easy spacing between figure and caption.]

For more information about all elements of APA formatting, please consult the newest *APA-Style Manual*.

CITATION

The Extended Essay must be submitted with appropriate and accurate citations of the resources used during the process.

APA Style

The IB does not prescribe which style(s) of referencing or in-text citation should be used by candidates; this is left to the discretion of appropriate faculty/staff in the candidate's school. Address High School students are taught APA-style citation across disciplines, and are asked to use this citation style for the Extended Essay.

What is a 'References' page?

A reference page 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 reference page should list only those sources cited. A reference page is not to be confused with a bibliography; a bibliography contains all sources a student looked at, even if they are not cited in the essay itself.

What is a reference?

A reference is a way of indicating to the reader, in an orderly form, where information has been obtained. A reference provides all the information needed to find the source material. References must be cited because they acknowledge the sources used, and enable the reader to consult the work and verify the data that has been presented. References must be given whenever someone else's work is quoted or summarized. References can come from many different sources, including books, magazines, journals, newspapers, emails, internet sites and interviews.

What is an in-text citation?

An in-text citation is a shorthand method of making a reference in the body of an essay that is linked to the full reference at the end of the essay. A citation provides the reader with accurate references, so that he or she can locate the source easily. Page numbers should normally be given when referencing printed material: in some styles this will be in the citation, in others it will be in the full reference. It is important to emphasize that the student must be consistent in their method when citing sources.

Appendices, Footnotes, and Endnotes

Appendices, footnotes, and endnotes are not an essential section of the Extended Essay and examiners are not required to read them, so care should be taken to include all information of direct relevance to the analysis and argument in the main body of the essay. An essay that attempts to evade the word limit by including important material in notes or appendices risks losing marks under several criteria.

Unless considered essential, complete lists of raw data should not be included in the Extended Essay. Students should not constantly refer to material presented in footnotes, endnotes, or an appendix as this may disrupt the continuity of the essay.

HOW IS THE EXTENDED ESSAY GRADED?

All Extended Essays are externally assessed by examiners appointed by the IB, and are marked on a scale from 0 to 34. This maximum score is made up of the total criterion levels available for each essay. The total score obtained on the scale of 0 to 34 is used to determine in which of the following bands the Extended Essay is placed. This band, in conjunction with the band for Theory of Knowledge, determines the number of diploma points awarded for these two requirements.

The band descriptors are:

- A (28 - 34 points) – work of an *excellent* standard
- B (21 - 27 points) – work of a *good* standard
- C (14 - 20 points) – work of a *satisfactory* standard
- D (7 - 13 points) – work of an *elementary* standard
- E (0 - 6 points) – work of a *failing* standard

The following is the assessment criteria in its entirety, however subject-specific criteria must be considered:

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.

| | |
|---------|---|
| (0) | <i>The work does not reach a standard outlined by the descriptors below.</i> |
| (1 – 2) | <p><i>The topic is communicated unclearly and incompletely.</i></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><i>The research question is stated but not clearly expressed or too broad.</i></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><i>Methodology of the research is limited.</i></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. |
| (3 – 4) | <p><i>The topic is communicated.</i></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><i>The research question is clearly stated but only partially focused.</i></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><i>Methodology of the research is mostly complete.</i></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 |

| <i>Criterion A: Focus and method (cont.)</i> | |
|--|---|
| (5 – 6) | <p><i>The topic is communicated accurately and effectively.</i></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><i>The research question is clearly stated and focused.</i></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><i>Methodology of the research is complete.</i></p> <ul style="list-style-type: none"> • An appropriate range of relevant source(s) and/or method(s) has been selected in relation to the topic and research question. • There is evidence of effective and informed selection of sources and/or methods. |
| <i>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.</i> | |
| Marks possible: 6 | |

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.

| | |
|--|---|
| (0) | <i>The work does not reach a standard outlined by the descriptors below.</i> |
| (1 – 2) | <p><i>Knowledge and understanding is limited.</i></p> <ul style="list-style-type: none"> • The application 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><i>Use of terminology and concepts is unclear and limited.</i></p> <ul style="list-style-type: none"> • Subject-specific terminology and/or concepts are either missing or inaccurate, demonstrating limited knowledge and understanding. |
| (3 – 4) | <p><i>Knowledge and understanding is good.</i></p> <ul style="list-style-type: none"> • The application 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><i>Use of terminology and concepts is adequate.</i></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. |
| (5 – 6) | <p><i>Knowledge and understanding is excellent.</i></p> <ul style="list-style-type: none"> • The application 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><i>Use of terminology and concepts is good.</i></p> <ul style="list-style-type: none"> • The use of subject-specific terminology and concepts is accurate and consistent, demonstrating effective knowledge and understanding. |
| <i>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.</i> | |
| Marks possible: 6 | |

Criterion C: Critical thinking

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

| | |
|---------|--|
| (0) | <p><i>The work does not reach a standard outlined by the descriptors below.</i></p> |
| (1 – 3) | <p><i>The research is limited.</i></p> <ul style="list-style-type: none">• The research presented is limited and its application to support the argument is not clearly relevant to the research question. <p><i>Analysis is limited.</i></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><i>Discussion/evaluation is limited.</i></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. |
| (4 – 6) | <p><i>The research is adequate.</i></p> <ul style="list-style-type: none">• Some research presented is appropriate and its application to support the argument is partially relevant to the research question. <p><i>Analysis is adequate.</i></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><i>Discussion/evaluation is adequate.</i></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. |
| (7 – 9) | <p><i>The research is good.</i></p> <ul style="list-style-type: none">• The majority of the research is appropriate and its application to support the argument is clearly relevant to the research question. <p><i>Analysis is good.</i></p> <ul style="list-style-type: none">• The research is analyzed 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><i>Discussion/evaluation is good.</i></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. |

| <i>Criterion C: Critical thinking (cont.)</i> | |
|---|---|
| (10 – 12) | <p><i>The research is excellent.</i></p> <ul style="list-style-type: none"> • The research is appropriate to the research question and its application to support the argument is consistently relevant. <p><i>Analysis is excellent.</i></p> <ul style="list-style-type: none"> • The research is analyzed 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. • 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. |
| <i>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.</i> | |
| Marks possible: 12 | |

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.

| | |
|-------------------|--|
| (0) | <i>The work does not reach a standard outlined by the descriptors below.</i> |
| (1 – 2) | <p><i>Presentation is acceptable.</i></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. |
| (3 – 4) | <p><i>Presentation is good.</i></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. |
| Marks possible: 4 | |

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. Only the first 500 words are assessable.

| | |
|---------|--|
| (0) | <i>The work does not reach a standard outlined by the descriptors, an RPPF has not been submitted, or the RPPF has been submitted in a language other than that of the essay.</i> |
| (1 – 2) | <p><i>Engagement is limited.</i></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. |

| | |
|--|--|
| <i>Criterion E: Engagement (cont.)</i> | |
| (3 – 4) | <p><i>Engagement is good.</i></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. |
| Marks possible: 4 | |

Total marks possible: 34

Award of diploma points

The Extended Essay contributes to the overall diploma score 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 Extended Essay and Theory of Knowledge.

Both the Extended Essay and Theory of Knowledge are measured against published assessment criteria. According to the quality of the work and based on the application of this assessment criteria, a student’s performance in each the Extended Essay and Theory of Knowledge will fall into one of the five bands described previously.

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 | | | | | |
|-----------------------|----------|----------------------------|---------|---------|---------|--------------------------|----------|
| | | Grade A | Grade B | Grade C | Grade D | Grade E | No grade |
| Extended Essay | Grade A | 3 | 3 | 2 | 2 | <i>Failing Condition</i> | |
| | Grade B | 3 | 2 | 2 | 1 | | |
| | Grade C | 2 | 2 | 1 | 0 | | |
| | Grade D | 2 | 1 | 0 | 0 | | |
| | Grade E | <i>Failing Condition</i> | | | | | |
| | No grade | | | | | | |

HOW IS THE EE GRADED? (cont.)

Once an IB candidate student has selected a subject, it is the student's responsibility to read the appropriate subject-specific guide in its entirety. This will help guide the student's research and writing.

Subject-specific guidance: Studies in language and literature

The following is directly transcribed from the *IBO Extended Essay Guide*, excluding Category 3 as it is not available to Address High School DP students.

Overview

An Extended Essay in studies in language and literature gives students an opportunity to undertake independent research into a topic of special interest to them within the subject. It is intended to promote advanced research and writing skills, intellectual discovery and creativity.

The essay is open to students who are writing in a language that they would be capable of offering as a language A.

It must be written in the language for which it is registered.

Students must not submit a group 1 EE in their group 2 language.

Studies in language and literature EEs are divided into three categories:

| | |
|--|---|
| 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 <i>(NOTE: This category is currently unavailable for Address High School DP students)</i> | Studies in language based on one or more texts originally produced in the language in which the essay is presented. |

Students and teachers must indicate at the point of upload which category of essay they are submitting. For example, English A Cat: 2; German A Cat: 3; Spanish A Cat: 1.

Categories 1 and 2

An EE in categories 1 and 2 gives students an opportunity to:

- study in depth a literary topic
- engage in independent literary criticism
- engage with established critical comment (where appropriate)
- develop the ability to put forward their views persuasively and in a well-structured manner, using a register appropriate to the study of literature.

Students must place their analysis of their chosen text(s) in the wider context of the discipline. This may include other literary texts, or particular critical perspectives or insights. However, this wider discussion should not detract from the main focus of their chosen text(s).

Choice of topic

The EE may relate to work students have already completed during the course, but they must also demonstrate relevant wider reading and individual study.

It is the responsibility of the student to ensure that the topic of their EE does not overlap with any other work they are preparing for assessment in language A—for example, the written assignment in the literature course, or the written task in the language and literature course. Students risk their diploma if academic misconduct is detected.

Categories 1 and 2—literature

1. Studies of one or more literary works originally written in the language in which the essay is presented.
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.)

Through the work they have already undertaken, students may have developed an interest they wish to pursue further, for example:

- a particular genre of writing
- a particular author
- a philosophical, political or social question addressed by a literary work.

Categories 1 and 2—appropriate texts

Students can choose literary works from any source, including the IB Diploma Programme prescribed list of authors.

Crucially, students' chosen text(s) should be of sufficient literary merit to sustain in-depth analysis.

Categories 1 and 2—examples of topics

These examples are just for guidance. Students must ensure their choice of topic is focused (left-hand column) rather than broad (right-hand column).

Examples of topics—category 1

| Focused topics | Broad topics |
|--|---|
| The portrayal of marriages as imperfect in <i>Middlemarch</i> by George Eliot | Marriage in the novels of George Eliot |
| The use of comic characters to explore serious issues in Shakespeare's <i>Measure for Measure</i> and <i>King Lear</i> | Comedy in Shakespeare's plays |
| The role of autobiographical techniques and their effects on the reader in <i>Cómo me hice monja</i> by César Aira | Autobiographical details in <i>Cómo me hice monja</i> |

Examples of topics—category 2

| Focused topics | Broad topics |
|---|--|
| The importance of satire in the travels of the main characters in <i>Huckleberry Finn</i> and <i>Candide</i> | A comparison of the main characters in <i>Huckleberry Finn</i> and <i>Candide</i> |
| The treatment of the theme of love in a selection of Shakespeare’s sonnets and <i>Veinte poemas de amor y una canción desesperada</i> by Pablo Neruda | A comparison of Shakespeare’s sonnets and <i>Veinte poemas de amor y una canción desesperada</i> by Pablo Neruda |

Treatment of the topic

Students should use both primary and secondary sources for their research.

Primary sources refer to the novels, poems, stories, plays or essays by the author whose work is the focus of the student’s research.

Secondary sources are scholarly works about:

- the primary author’s work and biography
- the genre the student is focusing on
- literary techniques

Secondary sources include:

- books
- academic journal articles
- edited essays in book collections
- reviews incorporated in the publication that is the focus of the student’s research

Categories 1 and 2—literature

Students should always consider how the text(s) work as literature, dealing with aspects such as the effects they achieve, the devices they use, and the way they are written. For example:

Philosophical, political or social issues

Students can choose as their topic a philosophical, political or social issue arising from a work of literature. However, the major focus of their essay should be the literary treatment of the issue. They must not treat the literary work(s) simply as documentary evidence in a discussion of the particular issue.

In addition, students should not use the essay solely as a vehicle for their own thoughts on the issue. Students must focus first on their analysis of the presentation of the author’s ideas. Then they can present their personal views on the way the author has treated the subject.

Categories 1 and 2—literature (cont.)

Use of literary criticism

Students should aim for a compromise between building on the wisdom of experienced critics and introducing new personal elements. An essay that simply repeats the views of established literary critics will not receive a high mark.

Use of literary biography

Essays that interpret literary works in terms of the writer's life tend to produce reductive readings based on second-hand information. Such essays receive low marks and the IB therefore advises students to avoid biographical topics.

Examples of topics, research questions and suggested approaches— category 1

Once students have identified their topic and written their research question, they can decide how to research their answer. They may find it helpful to write a statement outlining their broad approach. These examples are for guidance only.

| | |
|-------------------|--|
| Topic | <i>An exploration of evil as a motivating force in drama</i> |
| Research question | How effectively does Christopher Marlowe present his view of evil in <i>Dr. Faustus</i> ? |
| Approach | A detailed study of the play to include selected quotations to support the argument, with reference to secondary source material if appropriate. |

| | |
|-------------------|--|
| Topic | <i>The treatment of prejudice in novels</i> |
| Research question | How far are the approaches to prejudice and discrimination different in <i>To Kill a Mockingbird</i> and <i>The Kite Runner</i> ? |
| Approach | The identification of types of prejudice (religious, racial, caste, gender, as appropriate) in the novels and the selection of detailed incidents and/or character studies for close analysis. Some background research into 1950s America and Afghanistan between 1970 and the mid-1990s may be helpful in establishing a context for the argument and a comparative element to the discussion. |

| | |
|-------------------|--|
| Topic | <i>Social criticism in Nicanor Parra's poetry</i> |
| Research question | Is there a change in Nicanor Parra's social criticism in <i>Poemas y antipoemas</i> and <i>Hojas de Parra</i> ? |
| Approach | Using a selection of poems from two works of poetry written in two different moments in Parra's literary career (e.g. <i>Poemas y Antipoemas</i> and <i>Hojas de Parra</i>) this study will illustrate how social criticism has been embedded in Parra's work. The approach will focus on a selection of topics, themes and poetic techniques and his literary development using these two examples of early and later poetry from his career. This work will also use critical studies and other secondary sources that will help enlighten the approach of this research. |

Examples of topics, research questions and suggested approaches— category 1 (cont.)

| | |
|-------------------|--|
| Topic | <i>The use of colour in Friedrich Dürrenmatt's play Der Besuch der alten Dame</i> |
| Research question | How effective is Friedrich Dürrenmatt's use of colour to convey his message in the play <i>Der Besuch der alten Dame</i> ? |
| Approach | An analysis and evaluation of colour symbolism in Dürrenmatt's play <i>Der Besuch der alten Dame</i> . |

| | |
|-------------------|--|
| Topic | <i>Au retour des oies blanches and classical tragedy</i> |
| Research question | What role do the patterns of classical tragedy play in Marcel Dubé's <i>Au retour des oies blanches</i> ? |
| Approach | An analysis based on the claim by Michel Tremblay that influences of classical tragedy appear across Dubé's work. The essay will investigate classical tragedy and then carry out a detailed analysis of this particular work to support the argument. |

Examples of topics, research questions and suggested approaches— category 2

Once students have identified their topic and written their research question, they can decide how to research their answer. They may find it helpful to write a statement outlining their broad approach. These examples are for guidance only.

| | |
|-------------------|--|
| Topic | <i>The portrayal of childhood in novels</i> |
| Research question | In what ways, and to what purposes, do Nabokov's <i>Invitation of a Beulah Girl</i> and Proust's <i>Swann's Way</i> evoke memories of childhood? |
| Approach | A close analysis of both works, with reference to secondary source material if appropriate, and some comparative element to the discussion. |

| | |
|-------------------|---|
| Topic | <i>The presentation of guilt in novels</i> |
| Research question | How important is the narrative structure to the way guilt is addressed by Bernhard Schlink in <i>The Reader</i> and Tim O'Brien in <i>The Things They Carried</i> ? |
| Approach | A close analysis of both works, with reference to secondary source material if appropriate, and some comparative element to the discussion. |

Interpreting the EE assessment criteria

Criterion A: Focus and method

(Strands: Topic, Research question, Methodology)

For all three categories of studies in language and literature essays, the term “research” should be interpreted as “research material(s)” or “area of investigation” or “the topic under investigation.”

Interpreting the EE assessment criteria

Criterion A: Focus and method (cont.)

In terms of the choice of topic, the research question must be specific and sharply focused and stated clearly in the introduction of the essay. It should be formulated as a question, not a statement or proposition for discussion. Its purpose should be made clear to the reader and be related to the knowledge and understanding in context.

Overly broad topics that cannot be dealt with adequately within the scope of the word limit should be avoided. Similarly, too obvious a topic is unlikely to score highly in terms of criterion C.

The introduction should state briefly why the student has chosen that particular research question and what it has to offer. It should also indicate clearly how it relates to existing knowledge on that topic.

The subsequent planning of the essay and its focus for discussion should involve analysis of the text(s) in the light of the research question. Students may also include a critical perspective on secondary source material so that the views of critics are used to support the students' own arguments. The sources used must provide sufficient material to develop and support an argument and a conclusion relevant to the research question.

- For *categories 1 and 2 essays*, appropriate sources include the literary text or texts that form the focus of the investigation and, where appropriate, secondary sources such as published criticism on those texts.
 - In both these categories, students should be aware that they may be limiting themselves by choosing texts that are not capable of sustaining a detailed in-depth literary analysis, e.g. some types of children's literature or teenage fiction.
- Category 2 essays should include a brief rationale for the pairing of the texts chosen, indicating what might be gained from the comparative study being undertaken. Students should avoid taking an approach where such texts are dealt with in two separate discussions.

Criterion B: Knowledge and understanding

(Strands: Context, Subject-specific terminology and concepts)

For all three categories of essay, supporting source materials should be chosen appropriately and used effectively and purposefully to demonstrate an understanding of the wider issues involved.

Clarity and precision of communication in a studies in language and literature essay includes the correct use of language. Students should be able to convey their ideas fluently and articulately. They should also be able to use subject-specific terminology appropriate to the discipline and apply it to their chosen topic with discernment.

- For *categories 1 and 2 literature essays*, the context should be established succinctly and should not be an excuse for padding out an essay with a lengthy account of the historical or biographical context of a literary text: the quality of the student's understanding of the primary text is the main concern. The use of secondary source materials is helpful in terms of establishing a wider framework for the discussion; however this should not replace the student's personal engagement with the primary text(s).

Criterion C: Critical thinking

(Strands: Research, Analysis, and Discussion and evaluation)

For all three categories of studies in language and literature essays, the analysis and argument should focus on the research question and support a personal interpretation.

Students should aim for a detailed and critical consideration that develops their own argument rather than simply adopting the views of critics. Second-hand interpretations or viewpoints that are derived solely from secondary sources, or purely descriptive essays, will not score highly.

The essays must focus on the analysis of the research material presented. Personal views should not simply be stated but need to be supported by reasoned argument.

The conclusion should present a considered evaluation of the topic in the light of the discussion as well as findings or results from the research (as appropriate).

Students are also encouraged to take a critical perspective on secondary sources: in particular, if students make use of internet-based sources, they should do so critically and circumspectly in full awareness of their potential unreliability.

- For *categories 1 and 2 literature essays*, a straightforward description of a literary text through plot summary or narration of the action does not usually advance an argument and should generally be avoided.

Criterion D: Presentation

(Strands: Structure, Layout)

This criterion relates to the extent to which the essay conforms to current academic standards concerning the presentation of research papers. It also relates to how well these elements support the reading, understanding and evaluation of the essay.

Essays in studies in language and literature would normally be presented as a continuous body of text, although some category 3 topics may benefit from a section and sub-section structure to their essays, with appropriate informative headings.

The use of charts, images and tables may also be appropriate for category 3 essays. They should only be used if they are directly relevant to the research question, contribute towards the understanding of the argument and are of a good graphic quality.

Any material that is not original must be carefully acknowledged, with specific attention paid to the acknowledgment and referencing of quotes and ideas. This acknowledgment and referencing is applicable to audio-visual material, text, graphs and data published in print and electronic sources. If the referencing does not meet the minimum standard as indicated in the guide (name of author, date of publication, title of source and page numbers, as applicable), and is not consistently applied, the work will be considered as a case of possible academic misconduct.

A bibliography is essential and has to be presented in a standard format. Title page, table of contents, page numbers, etc must contribute to the quality of presentation.

Criterion D: Presentation (cont.)

The essay must not exceed 4,000 words of narrative. Graphs, diagrams or other illustrative material are not included in the word count. Students should be aware that examiners will not read beyond the 4,000word limit, nor assess any material presented thereafter.

Criterion E: Engagement

(Strands: Process, Research focus)

This criterion is applied by the examiner at the end of the assessment of the essay, after considering the student's Reflections on planning and progress Form (RPPF). It assesses the overall impression the examiner has with regard to the student's engagement with the research process and their subject area.

Students are expected to provide reflections on the decision-making and planning process undertaken in completing the essay. Students must demonstrate how they arrived at a topic as well as the methods and approach used. This criterion assesses the extent to which a student has evidenced the rationale for decisions made throughout the planning process and the skills and understandings developed.

For example, students may reflect on:

- the approach and strategies chosen, and their relative success
- the 'Approaches to learning' skills they have acquired and how they have developed as a learner
- how their conceptual understandings have developed or changed as a result of their research
- setbacks faced in their research and how they overcame these
- questions that emerged as a result of their research
- what they would do differently if they were to undertake the research again

Effective reflection highlights the journey the student has engaged in through the EE process. In order to demonstrate that engagement, students must show evidence of critical and reflective thinking that goes beyond simply describing the procedures that have been followed. Reflections must provide the examiner with an insight into *student* thinking, creativity and originality within the research process. The *student* voice must be clearly present and demonstrate the learning that has taken place.

Subject-specific guidance: Individuals and societies, History

The following is directly transcribed from the *IBO Extended Essay Guide*.

Overview

The EE gives students an opportunity to undertake in-depth research in an area of interest to them, of local, regional or global significance.

The outcome of the research should be a coherent and structured essay that effectively addresses a particular issue expressed as a research question.

The question should encourage an investigation that lends itself to analysis and critical commentary. Students should avoid straightforward “What” and “How” questions as they tend to lead to narrative treatment. Terms such as “How significant...?” or “How successful...?” are more likely to engage students in analysis.

“To what extent...?” requires an analytical answer, but if students choose this or a similar term, they need to ensure that their task does also require them to consider other factors to answer the question.

Choice of topic

The topic must:

- focus on the human past (at least 10 years ago)
- be worthy of study
- lend itself to systematic investigation in line with the published assessment criteria

Ten-year rule

Essays that focus on events of the past 10 years are not acceptable, as these are regarded as current affairs, not history. Any essay that does so will be compromised across all of the criteria.

It is not a requirement for the topic to be chosen from the Diploma Programme history course, but it must be acceptable to the supervisor.

It should provide an opportunity for critical analysis of source material, and not depend on summarizing general secondary sources (such as textbooks and encyclopedias). Such an approach is likely to produce an essay that is essentially narrative or descriptive.

The topic chosen must be suitable for effective treatment within the 4,000-word limit. Essays that cover many aspects of history, or a long time period, are unlikely to prove successful.

Narrowing the scope of the essay:

- is a crucial step in helping to ensure that the essay has a clear focus
- allows students to demonstrate detailed and specific historical knowledge, understanding and critical analysis.

Examples of topics

These examples are for guidance only. Students must ensure their choice of topic is focused (left-hand column) rather than broad (right-hand column).

(The essay does not need a title in addition to its research question. It is usually better if they are the same because it helps the student to obtain a clear focus.)

| Focused topics | Broad topics |
|---|--|
| An examination of the economic reasons that led to the overthrow of the Tokugawa Shogunate in Japan | The overthrow of the Tokugawa Shogunate in Japan |
| An evaluation of the success of denazification carried out in the US zone of Germany 1945–48 | Denazification in Germany after the Second World War |
| An examination of the extent to which the Holodomor in the Ukraine 1932–33 was a failure of Stalin’s policy of collectivization | The introduction of collectivization in the Soviet Union |
| An examination of the extent to which the overthrow of Allende in 1973 was the result of external factors | The coup against Allende 1973 |

One way to help students narrow down their topic is to encourage them to think about the key concepts in the Diploma Programme history course:

- causation
- consequence
- change
- continuity
- significance
- perspectives

Causation and consequence are the most common focus of history EEs. Thinking about all the key concepts can give students ideas beyond these.

Treatment of the topic

Disciplinary focus

Some topics can also be approached from the perspective of other subjects, such as economics or geography. Social history includes areas such as music and sport.

Students must ensure their treatment of the topic meets the subject requirements of history.

- While social history does include areas such as music and sport, these are only acceptable for a history Extended Essay if they are tackled from a historical perspective.

Treatment of the topic

Disciplinary focus (cont.)

Suitable research questions need to lead to:

- systematic investigation
- critical analysis
- detailed understanding

Adequate available sources are essential. If it is clear at an early stage in the research that they are not, then students should change focus. If necessary, the supervisor should advise them to do so.

Sources

Students who use both primary and secondary sources for their research will find it easier to achieve the highest marks.

If a student chooses to use secondary sources only they will need to take particular care to address the assessment criteria.

Possible approaches to the research question include:

- using primary and secondary sources in order to establish and appraise varying interpretations
- analyzing sources in order to explain changing views over time of particular happenings or developments
- using source material for a case study or local history project, perhaps leading to a comparison of local and national developments
- collecting and analyzing oral and written data from family and other contacts to help explain past happenings, perhaps leading to a comparison of local and national developments
- using all available sources to answer the question posed.

Examples of topics, research questions and approaches

Once students have identified their topic and written their research question, they can decide how to research their answer. They may find it helpful to write a statement outlining their broad approach. These examples have all been chosen by past students and are included here for guidance only.

Examples of topics, research questions and approaches (cont.)

| | |
|-------------------|---|
| Topic | <i>The origins of the Cold War in Europe 1945–48</i> |
| Research question | How far was the Christian Democrat victory in the Italian elections of 1948 influenced by Cold War tensions? |
| Approach | Reading is undertaken to fully understand the context and the importance of this election as the first in post-war republican Italy. More detailed research may be carried out to determine the methods used by the Italian Communist Party and the Christian Democrats to rally their supporters and also any role played by the USSR and the US in influencing the outcome. Both primary and secondary sources would be accessible and should be used. An examination, and evaluation, of different interpretations would be carried out as well as consideration of domestic factors to be weighed against the influence of the Cold War, allowing a conclusion to be reached. |

| | |
|-------------------|---|
| Topic | <i>The decline of the Ottoman Empire</i> |
| Research question | To what extent was poor leadership the reason for the defeat of the Ottoman armies at the gates of Vienna in 1683? |
| Approach | Reading is undertaken to become familiar with the context of the topic, in particular to understand the nature of the Ottoman Empire and its weaknesses by the end of the 17th century in order to determine how these may have contributed to its defeat. Also to read sources on the decline in leadership after the death of Suleiman the Magnificent, over a century earlier. The growing unity among the Christian powers in Europe and its contribution to their victory in 1683 will also be examined. Both primary and secondary sources as well as a variety of historical interpretations will be accessed to understand the Habsburg Empires at this time and the reasons why the siege was brought to an end. The merits of various interpretations regarding the factors that led to the defeat of the Ottomans as well as the success of the Christian league can be examined and both primary and secondary sources will be used to allow a judgment to be made. |

| | |
|-------------------|---|
| Topic | <i>The 1968 Democratic Convention in Chicago</i> |
| Research question | “I have done my best. I have lost, Mr. Nixon has won.” (Hubert Humphrey) To what extent did Hubert Humphrey lose the 1968 presidential election because of the Chicago Convention? |
| Approach | General reading is undertaken to aid familiarization with the events of 1968, a year marked by riots, protests and political assassinations. Both primary and secondary sources are used as well as different interpretations accessed to discover the reasons for the defeat of Humphrey, the Democratic presidential candidate. These are identified and assessed to allow a judgment to be made on the importance of the Convention as a factor that influenced the outcome of the election. |

Examples of topics, research questions and approaches (cont.)

| | |
|-------------------|--|
| Topic | <i>The Truth and Reconciliation Commission in post-apartheid South Africa</i> |
| Research question | How far did the Truth and Reconciliation Commission achieve its twin aims of establishing the truth and achieving reconciliation by 2002? |
| Approach | Both primary and secondary resources that outline the Commission procedures and findings are used for background and note-taking. The criticisms of the Commission are also investigated to see how far they can be justified. The end point of 2002 (the year that the Commission came to an end) is included to provide a focus to the investigation and to narrow its scope sufficiently. |

Critical analysis and evaluation

Students should not accept uncritically the value and reliability of sources, especially when the authenticity of some of the sources may be questionable.

Students should show awareness of the value and limitations of their main sources through analyzing their origin, purpose and content:

- Who were the authors?
- What was the intended audience?
- What were the overt and covert reasons for the production of the source being evaluated?

They should integrate this evaluation into the main body of the essay and not adopt a “stand alone” approach of two sources.

Students can show good critical analysis and historical judgment through a sound assessment of source material and different explanations and interpretations.

Opportunities for reporting and assessing different interpretations will vary with the topic chosen. Students will gain credit for explaining why a historian formed an interpretation, not merely stating it.

The essay’s argument

Students should aim to produce an argument that:

- consistently shows good historical understanding
- sets the research question into context
- addresses the research question fully and effectively
- is well substantiated, based on relevant specific evidence with added analytical comments.

An EE in history is a formal essay that is marked according to the assessment criteria. An essay will not score well if students are unaware of these criteria and make no attempt to address them in the work.

An important note on “double-dipping”

Students must ensure that their EE does not overlap significantly with any other work they are submitting for the Diploma Programme.

The history EE and IA

In particular, the EE is not an extension of the internal assessment (IA) for the subject. Students must ensure that they understand the differences between the two.

| | EE | IA |
|------------|--|---|
| Reflection | <ul style="list-style-type: none">• more generic• requires students to reflect on the process of their own research | <ul style="list-style-type: none">• TOK-inspired• requires students to reflect on the particular problems and challenges faced by historians using the historical method |
| Purpose | an academic research paper on a historical event | focuses on historical method |

Topic: Students may choose to write their EE and the IA on the same time period or on a similar topic.

Sources: These must be sufficiently different to show clearly that the student has accessed a broad range of both primary and secondary material. In other words, the IA and EE must not replicate sources. If some of the same sources are used, other different sources must also be used for each of the tasks.

Supervisors play an important role here in guiding students on these distinctions. Students risk their diploma if academic misconduct is found.

Interpreting the EE assessment criteria

Criterion A: Focus and method

(Strands: Topic, Research question, Methodology)

Students must choose a topic from the human past that is of a meaningful nature. Topics may not discuss events/individuals/movements which have taken place within 10 years of the writing of the essay. For example, an essay submitted for assessment in 2018 must discuss events prior to 2008. Failure to follow this instruction will limit the grade in this criterion to a maximum of 4.

The topic chosen must be expressed in the form of a research question. The research question must be focused and capable of being discussed effectively within the word limit. Students must establish the historical context and significance of the topic and explain why it is worthy of investigation.

Students must demonstrate that they have selected a suitable range of appropriate and relevant sources. An attempt should be made to use both primary and secondary sources where possible. They should demonstrate both factual material as well as the opinions of historians. These sources must provide sufficient material to develop and support an argument and conclusion relevant to the research question.

Interpreting the EE assessment criteria

Criterion A: Focus and method (cont.)

Effective planning and a well-focused research question tend to go together. A key indicator of this is that students have chosen a comprehensive range of sources that are relevant and appropriate to answering the research question.

Ten-year rule

If the ten-year rule has not been adhered to, a maximum of only 4 marks can be awarded in this criterion.

Criterion B: Knowledge and understanding

(Strands: Context, Subject-specific terminology and concepts)

The essay must show that the student understands the place of the research question in a broader historical context; for example, the Marshall Plan with respect to the origins of the Cold War. In other words, if the focus of the essay is the Marshall Plan, students must demonstrate how this focus is relevant to an understanding of the origins of the Cold War.

The student must demonstrate that they understand and can use accurately historical terms and concepts relevant to the research topic.

Where it is deemed useful to clarify meaning or context, students may provide further explanation or definition of selected terms or concepts.

Additionally, students must demonstrate that the knowledge gained from their selected sources can then be analysed and, on the basis of this analysis, form an argument and reach a conclusion(s) to the research question.

Ten-year rule

If the ten-year rule has not been adhered to, a maximum of only 4 marks can be awarded in this criterion.

Criterion C: Critical thinking

(Strands: Research, Analysis and Discussion and evaluation)

In a history essay, “research” refers to a critical engagement with the past through relevant sources. Students must be able to construct, present and support effectively a specific argument or position that provides their response to the research question.

This argument must be supported and developed by an analysis or consideration of the value and limitations of the research material.

Throughout the essay students must present ideas or concepts that relate consistently to the analysis of the research question. The inclusion of ideas or concepts that are not relevant will detract from the value of the analysis and limit the student’s ability to score well on this criterion.

The points contained in the argument and analysis must, at all times, be supported by specific, relevant material chosen from the student’s research.

Criterion C: Critical thinking (cont.)

Students should not present essays that are wholly or largely narrative or descriptive in nature. These do not provide any evidence of analytical skills and will not score well.

In history, the development of a reasoned argument based on the analysis of historical sources may start with a student stating their position in relation to the question posed. This position must then be supported by evidence and developed into a reasoned argument, which culminates in conclusion(s) being given.

A conclusion summarizes the student's response to the research question. This conclusion must be consistent with the position and evidence presented in the essay. The conclusion may not include material that has not been discussed in the body of the essay.

However, questions that have arisen as a result of the research and may be suitable for further study may be included in the conclusion.

An evaluation of the relative value and limitations of the sources is an integral part of the analysis of the evidence and the development of a reasoned argument. This evaluation should be integrated into the text rather than contained in a separate section of the essay. It will then provide useful information or insight relative to the source or historian's opinion that the student is referring to in support of their argument.

Ten-year rule

If the 10-year rule has not been adhered to, a maximum of only 3 marks can be awarded in this criterion.

Criterion D: Presentation

(Strands: Structure, Layout)

This criterion relates to the extent to which the essay conforms to accepted academic standards in relation to how research papers should be presented. It also relates to how well these elements support the reading, understanding and evaluation of the essay.

Students may provide a section and sub-section structure to their essays, with informative headings. Subheadings should not distract from the overall structure of the essay or argument presented.

Use of charts, images and tables

Charts, tables and images may appear in the body of the essay only if they illustrate or clarify the argument at that particular point. The inclusion of non-relevant or superfluous material will not be rewarded and may actually detract from the argument.

Any tables should enhance a written explanation and should not themselves include significant bodies of text. If they do, then these words must be included in the word count. Students must take care in their use of appendices as examiners are not required to read them. All information with direct relevance to the analysis, discussion and evaluation of the essay must be contained in the main body of the essay. All charts, images and tables must be properly referenced with respect to their origin or source.

Use of charts, images and tables (cont.)

Any material that is not original must be carefully acknowledged, with specific attention paid to the acknowledgment and referencing of quotes and ideas. This acknowledgment and referencing is applicable to audio-visual material, text, graphs and data published in print and electronic sources. If the referencing does not meet the minimum standard as indicated in the guide (name of author, date of publication, title of source and page numbers as applicable), and is not consistently applied, work will be considered as a case of possible academic misconduct.

A bibliography is essential and has to be presented in a standard format. Title page, table of contents, page numbers, etc must contribute to the quality of presentation.

The essay must not exceed 4,000 words. Charts, tables and images are not included in the word count. Students should be aware that examiners will not read beyond the 4,000-word limit, or assess any material presented thereafter.

Criterion E: Engagement

(Strands: Process, Research focus)

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, after considering the student's Reflections on planning and progress Form (RPPF).

Students are expected to provide reflections on the decision-making and planning process undertaken in completing the essay. Students must demonstrate how they arrived at a topic as well as the methods and approach used. This criterion assesses the extent to which a student has evidenced the rationale for decisions made throughout the planning process and the skills and understandings developed.

For example, students may reflect on:

- the approach and strategies they chose, and their relative success
- the 'Approaches to learning' skills they have developed and their effect on the student as a learner
- how their conceptual understandings have developed or changed as a result of their research
- setbacks they faced in their research and how they overcame these
- questions that emerged as a result of their research
- what they would do differently if they were to undertake the research again

Effective reflection highlights the journey the student has engaged in through the EE process. Students must show evidence of critical and reflective thinking that goes beyond simply describing the procedures that have been followed.

The reflections must provide the examiner with an insight into *student* thinking, creativity and originality within the research process. The *student* voice must be clearly present and demonstrate the learning that.

REQUIRED FORMS

Parent-signature required form

Extended Essay contract

With our signatures below, we acknowledge that we have read the Extended Essay Handbook and are agreeing to the following terms as set forth in this handbook.

1. I understand that without completing the Extended Essay, I cannot receive an IB Diploma.
2. I understand that any changes to my subject area in which I will write the EE that occur subsequent to completing registration will incur an EE modification fee, imposed by the IB, of approximately \$175.
3. I will faithfully adhere to the deadlines detailed on page 15 of the EE Handbook.
4. I understand that a final version of my EE is due to the EE Supervisor, EE Coordinator and turnitin.com on or before November 15, 2019.

Student name (print)

Student signature

Date

Parent name (print)

Parent/Guardian signature

Date

Supervisor-signature required forms

Reflections on planning and progress form (RPPF)

The following form should be completed by both the IB candidate and the supervisor. You may use this copy as a rough draft, but the submitted draft must be typed. The RPPF will be submitted alongside the Extended Essay, and is a graded. The maximum total word limit for all three reflections is 500 words.

PDF forms are not compatible with the Google Chrome PDF viewer plug-in. Chrome users should save the form, then reopen and complete with Adobe reader.

EE/RPPF

For first assessment in 2018

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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:



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Reflections on planning and progress form (RPPF) (cont.)

EE/RPPF

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Interim reflection

Candidate comments:

Date:

Supervisor initials:

Final reflection - Viva voce

Candidate comments:

Date:

Supervisor initials:



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Reflections on planning and progress form (RPPF) (cont.)

EE/RPPF
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Supervisor comments:



Choice of subject and mentor
(February 19 – 22, 2019)

Select your Extended Essay subject. Remember, you may only select from the following:

- 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.)
- Individuals and societies
 - History

I will be writing my Extended Essay on _____
_____. (Be sure to indicate the category if you are writing on studies in language and literature. The extended essay may only be written in the English language.)

If you've thought of a potential topic or topics in your chosen subject area, please list them here:

Consider one or two mentors that you feel will can help guide you through the Extended Essay process. Schedule an appointment with one or both. He or she must agree to be your supervisor, and sign below.

I have met with _____, and they have agreed to be my supervisor.

Student name (print)

Student signature

Date

Supervisor's name (print)

Supervisor's signature

Date

Supervisor's email address

*** The student should have access to their supervisor's email address to send any questions, concerns, and/or drafts in between or prior to scheduled meetings.

Research question proposal

(March 11 – 15, 2019, initial reflection session)

After some preliminary research, you must formulate a focused research question. Schedule a meeting with your supervisor to discuss your potential research question.

Research Question:

Supervisor-- please use the space provided to document feedback provided to the IB candidate:

If a clear and concise research question was not defined at the end of this session, consider scheduling another appointment to discuss the research question further.

Student name (print)

Student signature

Date

Supervisor's name (print)

Supervisor's signature

Date

*** This meeting should serve as the initial reflection session. Students should complete the 'first reflection session' portion of the RPPF based on feedback and discussions from this meeting, and acquire their supervisor's initials.

Outline of the Extended Essay
(March/April 2019, optional)

Use the space provided to create an outline, and submit to your supervisor for review. This part of the process is highly recommended, but not required.

Supervisor-- please use the space provided to document feedback provided to the IB candidate:

Review of partial rough draft and research completed
(April 22 – 26, 2019, interim reflection session)

At this point of the process, you should have completed research, having 6-8 academic sources on hand, and have a sustained piece of writing (a minimum of 2,000 words are recommended) to submit to your supervisor. Schedule a meeting with your supervisor to discuss the work you've completed. You are required to submit your Extended Essay to your supervisor at least 24 hours prior to your scheduled meeting. You should also be prepared to discuss your sources.

Please write your research question below, especially if there have been any changes:

Supervisor-- please use the space provided to document feedback provided to the IB candidate:

To be completed by supervisor:

- At least 2,000 words were submitted by the IB candidate.
 2,000 were not submitted by the IB candidate. Comments: _____

Supervisor's initials:

Student name (print)

Student signature

Date

Supervisor's name (print)

Supervisor's signature

Date

*** This meeting should serve as the interim reflection session. Students should complete the 'interim reflection' portion of the RPPF based on feedback and discussions from this meeting, and acquire their supervisor's initials.

Reflection space
Summer 2019

Use the space provided to document your thought process, any discoveries, or changes you've made to your Extended Essay. This part of the process is highly recommended, but not required.

Review of complete first draft and research completed
(September 3 – 6, 2019)

At this point of the process, you should have a complete first draft of your Extended Essay, supported by at least 10-12 academic resources. Schedule a meeting with your supervisor to discuss the complete draft. You are required to submit your Extended Essay to your supervisor at least 24 hours prior to your scheduled meeting. You should also be prepared to discuss your sources.

Please write your research question below, especially if there have been any changes:

Supervisor-- please use the space provided to document feedback provided to the IB candidate:

To be completed by supervisor:

- A complete draft was submitted by the IB candidate.
 A complete draft not submitted by the IB candidate. Comments: _____

Supervisor's initials:

Student name (print)

Student signature

Date

Supervisor's name (print)

Supervisor's signature

Date

*** Following this meeting, the Extended Essay coordinator will run your first complete draft through turnitin.com.

Extended Essay coordinator's name (print)/signature

Date

Results: _____

Review of final draft for authentication

(November 15, 2019, Extended Essay coordinator)

You must have the final version of your Extended Essay complete by November 15, 2019. The final version of the essay will be submitted to turnitin.com, and to the Extended Essay coordinator for submission to the IB.

Extended Essay coordinator's name (print)/signature

Date

Results: _____

(November 18 – 21, 2019, final reflection session—viva voce)

You have completed the Extended Essay process. Congratulations!

Schedule a meeting with your supervisor to discuss your final draft, and so they can complete a final check of authentication. You are required to submit your Extended Essay to your supervisor at least 24 hours prior to your scheduled meeting. No changes can be made to the Extended Essay after this meeting.

Supervisor-- please use the space provided to document feedback provided to the IB candidate:

To be completed by supervisor:

To the best of my knowledge, the final version of the Extended Essay, presented by _____, is the student's individual and original ideas, with the ideas and work of others fully acknowledged.

Projected Grade: _____ (see grade descriptors on p. 61)

Supervisor's initials:

Student name (print)

Student signature

Date

Supervisor's name (print)

Supervisor's signature

Date

*** This meeting should serve as the final reflection session. Students should complete the 'final reflection—viva voce' portion of the RPPF based on feedback and discussions from this meeting, and acquire their supervisor's initials. The final portion, 'supervisor's comments,' will be completed by the supervisor. The complete RPPF will be submitted by the supervisor to the Extended Essay coordinator.

Projected grade

The following descriptors will be used to assign the IB candidate a projected grade for the final version of their Extended Essay. The supervisor should also consider the subject-specific criteria.

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| <i>Grade A</i> | <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 analyzed; sustained reasoned argumentation supported effectively by evidence; critically evaluated research; excellent presentation of the essay, whereby coherence and consistency further supports the reading of the essay; and 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> |
| <i>Grade B</i> | <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 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 analyzed; reasoned argumentation often supported by evidence; research that at times evidences critical evaluation; and a clear presentation of all structural and layout elements, which further supports the reading of the essay.</p> <p>Engagement with the process is generally evidenced by the reflections and key decision-making during the research process is documented.</p> |
| <i>Grade C</i> | <p>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; and some structural and layout elements that are missing or are incorrectly applied.</p> <p>Engagement with the process is evidenced but shows mostly factual information, with personal reflection mostly limited to procedural issues.</p> |
| <i>Grade D</i> | <p>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; the 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; and structural and layout elements that are missing.</p> <p>Engagement with the process is evidenced but is superficial, with personal reflections that are solely narrative and concerned with procedural elements.</p> |
| <i>Grade E (failing condition)</i> | <p>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; and a layout that generally lacks or incorrectly applies several layout and structural elements.</p> <p>Engagement with the process is limited, with limited factual or decision making information and no personal reflection on the process.</p> |

REFLECTION SPACE

Use the following pages as a space to pre-write or take notes in ways that may facilitate the Extended Essay writing process.

