



IB DP EXTENDED ESSAY: STUDENT GUIDE 2024-2026

Athénée de Luxembourg



IB learner profile

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

As IB learners we strive to be:

- INQUIRERS**
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- KNOWLEDGEABLE**
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
- THINKERS**
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- COMMUNICATORS**
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- PRINCIPLED**
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- OPEN-MINDED**
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
- CARING**
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
- RISK-TAKERS**
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
- BALANCED**
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
- REFLECTIVE**
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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

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For further questions and more complete and detailed information, please refer to the official IB DP Extended Essay guide available from the student library or online.

1. Nature of the Extended Essay

The Extended Essay (EE) is an in-depth study of a focused topic chosen from the list of approved Diploma Programme subjects - normally one of the student's six chosen subjects for the IB Diploma (in exceptional cases a topic where the student has significant background knowledge may be approved), and one which is of special interest to the candidate. It is intended to promote high-level, personal and independent academic research and academic writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (*a teacher in the school!*). This leads to a major piece of formally presented, structured writing in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen.

The EE comprises two compulsory reflection sessions with the supervisor as well as a concluding interview or *viva voce* after completion and submission of the written essay. These meetings are the basis for the Reflections on Planning and Progression Form (RPPF), which is the criterion implemented by the IBO that assesses engagement. The Extended Essay, together with TOK, can contribute up to 3 bonus points, and failing the EE (D is the minimum requirement) is a failing condition for the whole IB diploma.

In the Diploma Programme, the EE is the prime example of a piece of work where the student has the opportunity to show knowledge, understanding and enthusiasm about a topic of his or her choice. In those countries where it is the norm for interviews to be required prior to acceptance for employment or for a place at university, the EE has often proved to be a valuable stimulus for discussion.

In brief, the Extended Essay is:

- *compulsory for all Diploma Programme students.*
- *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.*
- *a piece of independent research/investigation on a topic chosen by the student in cooperation with a supervisor in the school.*
- *chosen from the list of approved DP subjects, published in the Vade Mecum.*
- *presented as a formal piece of scholarship containing no more than 4,000 words, as well as a reflection form (RPPF) of maximum 500 words.*
- *the result of approximately 40-50 hours of work by the student.*
- *Supervised for 3 to 5 hours including two official reflection sessions and a final viva voce interview with the supervising teacher.*

2. Aims of the Extended Essay

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

- *pursue in-depth independent research on a focused topic.*
- *develop research and communication skills.*
- *develop the skills of creative, analytical, evaluative and critical thinking and reasoning.*
- *engage in a systematic process of research appropriate to the subject.*
- *experience the excitement of intellectual discovery in a favourite subject/topic of interest.*

3. Subjects and topics

You can write an EE in all subjects offered within the IB DP at the *Athénée*. It is highly recommended that you choose a subject you are enrolled in, however.

The subjects available are:

- Group 1: Language A: English Literature
- Group 2: Language B: German, French
- Group 3: Economics, History
- Group 4: Chemistry, Physics, Biology
- Group 5: Mathematics
- Group 6: Visual arts
- World studies, an interdisciplinary topic combining 2 or more subjects from the IB and exploring one of the following global themes:
 - Language, culture and identity
 - Science, technology and society
 - Equality and inequality
 - Conflict, peace and security
 - Economic and/or environmental sustainability
 - Health and development

You cannot write an EE in:

- Self-taught languages
- Ab Initio languages
- Theory of Knowledge
- Subjects not taught at the *Athénée*

4. Responsibilities

a) Of the School / the EE & IB coordinator:

It is required that the school:

- ensures that Extended Essays conform to the regulations outlined in the IBO guide.
- ensures that students determine the subject for their EE from the approved Extended Essay list (in the Vade Mecum) before choosing the topic.
- ensures that each student has an appropriately qualified supervisor, who is a teacher within the school.
- provides supervisors and students with the general and subject-specific information, and guidelines for the EE, contained in the Extended Essay guide.
- provides supervisors with recent extended essay subject reports
- ensures that supervisors and students are familiar with the IBO document on **Academic Honesty**
- explains to students the importance of the EE in the overall context of the Diploma Programme
- explains to students that they will be expected to spend approximately 40-50 hours on their EE.
- sets internal deadlines for the stages of producing the EE, including the reflection sessions and the concluding viva voce interview.
- ensures that students have been taught the necessary research skills.
- provides appropriate training for supervisors where necessary.
- provides the necessary pedagogical support.

b) Of the Supervisors:

Supervisors of EEs are required to:

- provide the student with advice and guidance in the skills of undertaking research.
- encourage and support the student throughout the research and writing of the EE.
- discuss the choice of topic with the student and, in particular, help to formulate a well-focused research question.
- ensure that the chosen research question satisfies appropriate legal and ethical standards.
- to be familiar with the regulations governing the EE and the assessment criteria, and give copies of these to the student.
- monitor the progress of the EE to offer guidance and to ensure that the essay is the student's own work.
- read and comment on one completed draft only of the extended essay (but not edit the draft), as well as read the final version to confirm its authenticity.

- *submit a predicted grade for the student's extended essay to the Coordinator/IB.*
- *complete the supervisor's report on the RPPF*
- *ensure proper completion of the three stages of the RPPF (2 reflection sessions and viva voce)*
- *provide an explanation in the report in cases where the number of hours spent with the student in discussing the extended essay is zero; in particular, it is necessary to describe how it has been possible to guarantee the authenticity of the essay in such circumstances.*
- *and write a report and present it to the school's DP coordinator if malpractice, such as plagiarism, is suspected in the final draft.*

c) Of the Students:

Students writing the EE are expected to:

- *choose a topic they are enthusiastic about and that is available.*
- *work independently to produce an authentic piece of research.*
- *acknowledge all sources used using one citation style consistently.*
- *observe the rules and regulations for the EE (**plagiarism!**).*
- ***meet all deadlines and respect their supervisor's time.***
- *plan for how, when and where to find material and source work and design and conduct experiments (if applicable).*
- *adhere to ethical guidelines when conducting experiments (see the Animal Experimentation Policy from the IB, for example).*
- *Adhere to the academic honesty policy in place.*
- *not spend more than the recommended 40-50 hours in total on their EE.*

5. Implementation Process at the *Athénée de Luxembourg*

a) Preparation during the two years preceding the IB Diploma Programme

In grade 10, the English teacher (in collaboration with the EE/DP coordinator (Dr Tommy Halsdorf) and International Classes coordinator (Ms Joanne Goebbels)) provides a 'light' introduction to the technique of the EE with guidelines as to how to write a longer essay; how to cite & reference and methods of researching information on the internet or with the help of other sources such as the school library or other available libraries (uni.lu, National library for example). This work culminates in a student Research Essay carried out in English literature and counting substantially (50%) toward the 3rd term mark in English.

In grade 11, subject teachers develop the techniques mentioned above by organising a type of mock EE counting as summative assessment in the context of the syllabus (term 3, weight 50% of the chosen subject), based on the practice of the year before, while requiring the students to improve on their independent research skills and their autonomy in terms of acquiring knowledge. This Personal Project is carried out in the student's subject of choice (subject to supervising availability) and organised by the PP coordinator (Mr David Burg) in collaboration with the form teachers, the EE/DP coordinator and International Classes coordinator.

b) Guidance and supervision during the IB DP years

The *Athénée* has entrusted the organisation of the EE to the IB DP and EE coordinator (Dr Tommy Halsdorf) who collaborates with advisors (Mr David Burg, Mr Marc Pündel), the Deputy Head/International Classes coordinator (Ms Joanne Goebbels) and the supervisors to set up the schedules and deadlines and help monitor the writing process of all candidates. This team sets up an efficient timeline or 'road-map' and, together with the supervisors, assists students in choosing an appropriate topic as well as coping with the pressure of actual deadlines.

Both the EE team and the supervisor help students to work out an individualised and efficient method – geared to their own working style and type of intelligence.

At the outset of the 'roadmap', in the first semester of the IB DP, the EE coordinator explains the philosophy, the nature and the key facts of the EE to the students, who may be unaware of some of its basic facts and major difficulties at this point. In this context, it is insisted upon the fact that the task of writing an EE should not be seen as a mere chore, but as a unique opportunity to 'broaden one's horizon'. Emphasis is placed upon the fact that students should select a topic within a field of interest, involving interdisciplinary work if possible – from the six chosen subjects of their DP. This guide, containing crucial information, facts and deadlines is distributed, along with the *IB Handbook for Effective Citing and Referencing*. EE proposal forms are provided.

The EE team is available for guidance and to address potential questions throughout the EE process upon appointment. Students should contact possible supervisors for advice about their research area/topic and question. After submission of the proposal form, **which needs to contain a specific question along with basic research ideas**, the final allocation of the supervisor is made.

The supervisor is available for questions and advice within the 5-hour time limit set by the IB.

ATTENTION: According to IB guidelines, a supervisor may only take on a limited number of candidates, so the choice is made on a 'first come, first served' basis, the criteria being a **clearly and concisely formulated proposal form** and subject compatibility/speciality of the supervisor. Simply approaching a teacher informally is not enough. The IB DP coordinator reserves the right to decide final allocations.

The supervisor and/or the EE team, according to the student's needs, familiarises the students with the conventions of essay writing and the IBO criteria in regard to assessment and evaluation by supplying background material or previous examples of EEs.

In-between, the EE team will liaise regularly with the other subject teachers (supervisors) to maximise regular expert feedback on an ad hoc form. As deadlines approach, regular contact will be maintained by the supervisor and the EE team to encourage, motivate, provide inspiring comments or put pressure on the less dedicated students to finish on time, while insisting on conscientious proofreading and editing to maximise the quality of the finished product. Last, but not least, the supervisor and the EE team insist on regular and consistent work on the EE, so that other subjects are not neglected.

The EE team elaborates and distributes **The EE Student Guide at the Athénée.**

c) Possible Student Questions.

Which documents do I consult for rules, guidelines and best practice?

- IBO Extended Essay Guide (available through school network)
- Assessment criteria: general and specific to your subject (in the IBO Extended Essay Guide)
- Examples of good EEs in your subject and reports produced by the IBO (available through the OCC and through the school network)

What support can I expect from my supervisor?

- spend sufficient time with each student
- provide advice, guidance and support in
 - deciding on the specific research question so that it is appropriate for the subject and Extended Essay format
 - researching the topic/ question (i.e. where to find them, what to look for etc.)
 - structuring and writing the Extended Essay
 - sign the choice of research question form
 - read the draft component and the first draft **only** and provide comments (on a separate sheet or orally) on what is needed to improve it
 - submit a predicted grade for the student
 - sign the final submitted Extended Essay and fill in the supervisor section of the RPPF.

What are the deadlines I have to meet? (cf. internal **A.L. calendar of deadlines/EE timeline)**

ATTENTION: Failure to meet internal deadlines (IAs, the EE draft component, and especially the EE first draft at the start of year 2) can result in the teacher's council and the IB DP coordinator taking the decision that the student needs to restart the IB DP – the student will then be put back into year 1 of the programme.

What if I am at risk of not meeting deadlines?

- Remember that not meeting deadlines makes the EE more difficult to complete and that not handing in a sufficiently good EE might mean failing the whole Diploma Programme. The supervisor can refuse to give feedback on work submitted late. Part of the EE is organisational skills, so make sure you start early.
- Signal any problems **immediately** to your supervisor and/or the coordinator. Do not wait until it is too late.

How is the Extended Essay marked?

- The school supervisor predicts a grade.
- The EEs are marked by external examiners, in countries anywhere around the world.
- The Assessment Criteria are given in the IBO EE Guide as well as at the end of this document. The maximum mark available is 34, made up of five different areas of criteria.
- The marks given are used to award the EE a grade A-E.
- Significant discrepancies between a predicted grade and an examined grade will mean that the EE gets looked at again for moderation.

How does the EE contribute to your final point score?

- The grades given for students are combined with their grade for Theory of Knowledge (TOK) using the matrix below.
- A maximum of three points is awarded according to a student's combined performance in both the extended essay and theory of knowledge.
- Failure to submit an EE means the student will fail the whole Diploma Programme
- Getting a grade E for the EE and a grade E for TOK is also a failing condition for the whole Diploma Programme

The diploma points matrix:

		Theory of Knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

The purpose of the viva voce interview

- Once EE is completed, students will have a *viva voce* interview (generally in November of Year Two of the programme) led by the supervisor.
- The purpose is threefold:
 1. To help check on plagiarism
 2. To give the students' an opportunity to reflect on the EE process and what they have learnt.
 3. To provide the supervisor with additional ideas for his report.
- This compulsory interview (about 20 minutes) constitutes part of the recommended amount of time the supervisor spends with the student.

Advice on choosing a research question

- Getting the exact research question right is one of the most important parts for you.
- Each EE will be registered with the IB under a subject heading (e.g. Language A, Biology).
- It must be manageable from the point of view of time, available resources and the 4,000-word limit. The main trap students fall into is making their research question too broad.
- It is best to avoid topics and questions too well-trodden as they restrict the student's ability to come to personal judgements and be original and creative.
- The research question should be in the form of an actual question. This helps them keep the EE focused and makes it easier to come to a conclusion based on a systematic investigation
- Avoid questions which lead to a more narrative and descriptive response. Marks are given for reasoned argument, analysis and evaluation. In particular, students should steer away from topics which are more biographical, unless it is a History EE which is going to lead to an evaluation of their historical significance.

Group specific advice on choosing a research question:

Group 1	<ul style="list-style-type: none">• Avoid books that are being studied on the course• Avoid biography and social history as it is an analysis of literature• Avoid light popular fiction – it is inappropriate in IB terms. The EE is supposed to be an academic piece of analysis to impress a university tutor• You can compare a book written in English with one translated into English
Group 2	<ul style="list-style-type: none">• You must write it in the target language and it must be about a subject relevant to the target culture (i.e. it must be written in French about French culture & society, language or literature).• Any literature examined must have been written originally in the target language.

Group 3	<ul style="list-style-type: none"> • Giving the research question a local angle can be very good for allowing opportunities for personal judgement • Avoid “What if...?” questions and questions which will lead to too much biography or description of the social context. Analysis and evaluation are required. • For History, an analysis of reliability and/or representativeness of sources is crucial, primary and/or secondary
Group 4	<ul style="list-style-type: none"> • The research question needs to keep them within the subject they have chosen and not become trans-disciplinary (i.e. in Biology, it should incorporate biological theories, not drift into Chemistry or Physics) • The EE will be marked on its subject specific content according to what subject it is registered under (i.e. an EE registered as Chemistry will be judged on its chemical content). • Experimental EEs need to have a fairly straightforward experiment to be conducted rigorously. Adult supervision is advisable. They should avoid experiments for which the outcome is already well documented. Some topics are unsuitable for investigation because of ethical or safety issues. • For library-based EEs, A questionnaire, survey or a library-based topic in Group 4 may be easier to research (in school or at a University library) but you need to manage a large amount of material and be selective for relevant information.
Group 5	<ul style="list-style-type: none"> • For ideas look in books about “100 greatest unsolved mathematical problems” • Avoid trivial questions in terms of the mathematics • Mathematical topics can be chosen from areas such as engineering, science and social sciences, but the approach and development must be mathematical
Group 6	<ul style="list-style-type: none"> • Avoid purely biographical or historical research questions. • For Visual Arts, the research question should focus on the works of Visual Arts, which can include architecture, photography and installations. Interviews with practitioners and authorities can be effective as secondary material in relation to the research question

Advice on library-based researching

- Textbooks should not be the only source of research. Nor should online sources.
 - Students should conduct some basic research as part of their selection of a research question.
 - The students need advice on how to keep track of the consulted books, journals and periodicals to complete their bibliography.
 - Academic Honesty requires students to be open about ideas as well as quotations from other people.
 - Virtual sources are: academic search engines and databases such as Google Scholar, Open J-Gate, JSTOR and SSRN (Wikipedia has a handy list http://en.wikipedia.org/wiki/List_of_academic_databases_and_search_engines)
1. As the students research, they should also keep an eye on the assessment criteria and on the advice and regulations from the IBO.
 2. Students need to make sure their sources are reliable and of high academic standard.

Advice on experiment-based research

- Even though conducting experimental work, students should also research the area of investigation before they start their experiments, to place their work in the appropriate academic context. Where possible, they should consult original research using scientific journals, personal communications and the Internet. Textbooks should never be the only source of information.
- Students may have to liaise with the science technicians as they will need encouragement and support in managing their time.
- They will need repeated discussions about what constitutes appropriate experimental behaviour, conduct and rigour.

Advice on time management

- You need some advice and encouragement on how to move ahead on the EE while also keeping up to date with your other studies.
- The keys to successful time management include:
 1. Plan when, where and how you do it (when you plan in detail, you are more likely to do it).
 2. Do some work on the EE regularly and start the research process early.
 3. Break your research into chunks.
 4. Keep going (even a bit of work is better than no work).
 5. Plan and work to the deadlines given to you by the A.L. and your supervisor.
 6. Keep an eye on the final destination and what you are trying to achieve.
- In the end, there is no secret to time management: it is just a question of effort, personality and getting on with it.

6. Advice on structuring and writing the EE

a) General requirements

As mentioned before, the EE is an in-depth study of a focused topic. It gives students the opportunity to:

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

All students must:

- provide a logical and coherent rationale for their choice of topic
- review what has already been written about the topic
- formulate a clear research question
- offer a concrete description of the methods they use to investigate the question
- generate reasoned interpretations and conclusions based on their reading and independent research in order to answer the question.

b) Choice of topic

Students first need to identify the broad area of inquiry they are interested in.

Sources of ideas and inspiration may include:

- work already undertaken as part of the course
- preliminary reading of academic journals and reputable scholarly e-resources, for example conference papers, essays, book chapters or journal articles
- conversations with teachers, fellow students and librarians.

c) Literature review

Students should try to read as much as they can of what has already been written about their topic. Time spent on a literature review early on in the research process will guide and improve their work. It will help them to:

- contextualize their research question and subsequent findings
- meet Criterion B: Demonstrating knowledge and understanding.

While conducting their literature review, students may find it useful to compile an annotated bibliography and to record their responses to what they read in their researcher's reflection space (RRS) – a kind of process journal.

If using the internet, students are encouraged to use specialized academic search engines that will find resources appropriate for citation in the EE.

Students must be aware of their responsibilities to cite properly the resources they use and to check their work for plagiarism. Their citations should adhere to the requirements of the IB and be consistently applied.

d) Research question

Students should identify a working research question early on but be prepared to change, for example if too little information is available to permit the intended investigation, or if it turns out to be too broad in scope.

Students should be guided by the idea that what they are writing is important because:

- it seeks to fill a gap in understanding their chosen topic, or
- it offers a resolution to some controversial argument.

The research question should therefore be non-trivial and follow from the existing body of literature on the topic. It must be:

- specific, sharply focused and capable of being answered within a 4,000-word essay
- stated clearly in the introduction of the essay and on the title page
- related to the chosen topic.

Students need to avoid researching questions that are too narrow or too obvious as this will limit their ability to formulate reasoned arguments. Their answer to the question must be analytical rather than descriptive. In most subjects, the research question must be written as a question. In some, students can express it as a statement or proposition.

Sample research questions

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

Unclear, unfocused and unarguable research questions	Clear, focused, narrow research questions lending themselves to in-depth research
What was the impact of Ho Chi Minh's allegiance to Lenin?	To what extent was nationalism the guiding factor in Ho Chi Minh's adoption of Leninism in 1920?
What is the history of Chinese theatre?	How does the legacy of Mei Lan Fang contribute to modern Jingju?
How important is chlorophyll to plant life?	What is the effect of different concentrations of kinetin on leaves aging and the biosynthesis of chlorophyll?
How can the US government's spending policy be reformed?	To what extent did the rising COE prices affect the demand for new and used cars by the consumer population and hence affect the revenue generated by the Singaporean economy for the period 2012–16?

An important note:

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

e) Treatment of the topic

Topic	Research question
Commodification and the body—an ethnographic study of social representations about the human body with relation to organ donation.	To what extent can we interpret the negative attitude from laymen towards organ donation as an act of resistance towards the demands of the

	hegemonic medical model? The case of organ donation in Argentina.
An exploration of evil as a motivating force in drama.	How effectively does Christopher Marlowe present his view of evil in Dr Faustus?
The feasibility of wireless networking in a city-wide Context.	To what extent is wireless networking a feasible alternative to cabled networking within a whole city context?

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. The definition of “research” and terms such as “primary data” and “secondary data” varies from subject to subject. In some subjects, students must use both primary and secondary data. In others, students may, or even must, rely exclusively on secondary data. However, all students must carry out secondary research in terms of a literature review for their topic.

f) Writing the Extended Essay

Structure

The structure of the essay is crucial in helping students organize the argument, making the best use of the evidence collected. There are six required elements of the final work to be submitted:

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

1) Title page

The title page should include only the following information:

- the title of the essay
- the research question
- the subject for which the essay is registered (if it is a language/literature essay also state which category it falls into; if a world studies essay also state the theme and the two subjects utilized)
- word count. If footnotes have been used for anything other than referencing, the word count stated on the coversheet should include the footnotes, with an explicit statement that the stated word count includes explanatory footnotes.

2) Contents page

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

3) Introduction

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

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

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

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

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

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

5) Conclusion

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

6) References and bibliography

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

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

Presentation

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

To help achieve this, the following formatting is suggested:

- font, font size and spacing conducive to on-screen marking
- page numbering (mandatory)
- no candidate, supervisor, or school name on the title page, page headers, appendices or acknowledgment pages
- the file size must not be more than 10 MB. (Note that the RPPF is uploaded separately and is not part of the overall file size of the essay.) Submitting the extended essay in the required format will help set the tone of the essay and will aid readability for on-screen assessment by examiners.
- respecting the word count.

Word counts

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

Please note: Examiners are instructed not to read or assess any material in excess of the word limit. This means that essays containing more than 4,000 words will be compromised across all assessment criteria.

Given the holistic nature of the assessment criteria, students who write in excess of the word limit will self-penalize across all criteria. For example, in criterion B, any knowledge and understanding demonstrated beyond the 4,000-word limit will be treated as if it were not present; in criterion C, analysis, discussion or evaluation made beyond the 4,000-word limit will be treated as if the point had not been made.

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

Included in the word count	Not included in the word count
The introduction	The contents page
The main body	Maps, charts, diagrams, annotated illustrations
The conclusion	Tables
Quotations	Equations, formulas and calculations
Footnotes and/or endnotes that are not references	Citations/references (whether parenthetical, numbered, footnotes or endnotes)
	The bibliography
	Headers
	The <i>Reflections on planning and progress form</i> - it has its own word count that likewise needs respecting – total 500 words spread across the 3 reflection sessions.

Referencing: some pointers

1) Referencing sources not in the language of submission

An extended essay can use sources in languages other than that of submission where appropriate. In these situations, the IB advises that the sources (primary or secondary) be used as necessary, and that:

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

2) Referencing online materials

References to online materials should include the title of the extract used as well as the website address, the date it was accessed and, if possible, the author. With regard to electronic sources, the requirement of the IB for date stamping supersedes the requirements of the chosen referencing system. In other words, all electronic sources must be date-stamped by including the date the student accessed the resource (for example, accessed 12 March 2023). Caution should be exercised with information found on websites that do not give references or that cannot be cross-checked against other sources. The more important a particular point is to the essay, the more the quality of its source needs to be evaluated.

3) Accessing sources: technology literacy—using electronic sources

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

Students should:

- know appropriate search engines to use
- not rely exclusively on sources found on the internet
- have a clear and focused research question to help them search more directly on the internet (given the amount of information available it is easy to be overwhelmed)
- critically evaluate the reliability and validity of the information presented on the internet
- keep a detailed record of all references, in accordance with the IB's minimum requirements, ensuring that the URL of where the source was located is written down

correctly. This includes recording the date that the site was accessed. The Researcher's reflection space (RRS) is a good tool for supporting this practice.

The following table contains a series of questions students can apply to determine the reliability:

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

g) Two important reminders

1. Undertaking an extended essay is a challenge. Planning is crucial. Students need to start writing their papers early and discuss any emerging difficulties with their supervisor. As well as their supervisors, librarians are a great source of information, advice and support for students.
2. Students risk their diploma if found guilty of academic misconduct:
 - **Academic honesty:** students' work will be checked in terms of the IB's academic honesty policy and so all students must ensure that they are familiar with this.
 - **"Double-dipping":** students must ensure that they are not using material submitted for any other assessment component as part of their EE submission—see the IBDP subject-specific guidance (in the official EE handbook) for more details.
 - ChatGPT or similar AI devices should under no circumstance be used for writing the EE – it **MUST** be in your own words. It is also only useful for structure to a certain degree as it is flawed when compared to the IB DP requirements, and on the whole not recommended. You risk falling foul of academic honesty policy. Any use of these resources **MUST** be referenced and precisely acknowledged.

7. Assessment criteria, the RRS & the RPPF: an overview

a) Structure

As mentioned above, the EE has a fairly strict structure which the students must follow if they are to maximise their marks:

- Introduction (*This should make clear what the research question is about, how it relates to their existing knowledge on the topic and in what ways it is significant and worthy of investigation*)
- Main body (*This should be separated into chapters and paragraphs and present a logical line of investigation and argument*)
- Conclusion (*This should make clear precisely what conclusion(s) have been arrived at, how they answer the research questions and how they are consistent with the main body of the essay*)

The IBO has implemented a number of changes to make the essay writing as well as the assessment clearer and more effective. Below is a brief overview of the main ones:

-Process

- An emphasis on reflection (pause to think back, evaluate progress; clarify next steps to take / coherence in the core- / gives students a voice in the process / reduces the risk of academic dishonesty)

- Framework for supervision (could lead to more of an even playing field)
- Requirement for 3 planned meetings (better structured meetings)
- Introduction of the RRS and RPPF (as aids to the learning process / replaces supervisor's comments (that are often less than satisfactory))
- Electronic submission

-Assessment

- 5 criteria
- Critical thinking is heavily weighted (12 marks)
- 'Reflection' criterion based on the RPPF

-The Essay

- Research questions always as questions (to focus the research and critical thinking)
- Title different from the RQ and not posed as a question
- No abstract (compensates for time required for the reflection component)
- Formatting clarified (12 pt. double space)
- Passing the word limit has new penalty (examiners stop reading at 4000 words)

b) Assessment criteria

As mentioned, there are 5 assessment criteria, which address different aspects of the EE, and add up to a possible total of 34 marks.

Criterion A (6 marks): Focus and Method.

- looks at the topic, quality of research question, methodology (the way of investigation, critical angle of approach, choice and range of sources, theory etc.)

Criterion B (6 marks): Knowledge and Understanding.

- Looks at the context, at subject-specific use of terminology and concepts, the way the material (sources) is processed and used/interpreted, at explanations and examples given.

Criterion C (12 marks): Critical Thinking.

- Looks in detail at the research (its application!), the analysis, discussion and evaluation present in the essay, at the structure of arguments & explanations, the critical assessment of material.

Criterion D (4 marks): Formal Presentation.

- Looks at the structure and layout in accordance with the IB guidelines.

Criterion E (6 marks): Engagement.

- Looks at the research and reflection process during the EE. Reflections need to be evaluative (RPPF) and show evidence of personal engagement (how the student was affected by the process, intellectual initiative & decision-making, skills gained etc.).

c) The Researchers Reflection Space (RSS)

Student reflection in the extended essay is critical. Effective reflection highlights the engagement of the student in an intellectual and personal process and how this has changed the student as a learner and affected the completion of that individual's essay. For those students who have completed the IB preparation years at the A. L., the researcher's reflection space (RRS) can be compared to the process journal in 4e/10th grade. The IB considers this to be a central component of a successful research process as it:

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

The nature of the RRS

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

The RRS is a personal learning environment that can be either a physical or virtual support tool. It is a space in which students are able to record reflections on what they are reading, writing and thinking. The use of the RRS will help students to prepare for their reflection sessions with their supervisors and inform the discussions that take place. In preparing for their reflection sessions students could use their RRS to:

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

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

The role of the RRS

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

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

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

The student–supervisor relationship

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

- The first reflection session

Students are encouraged to include in their RRS examples of initial topic exploration, possible sources and methods, preliminary research questions and their personal reactions to the issues. In attending their first reflection session with their supervisor, students can use notes made in the RRS as the basis for discussion as well as to demonstrate the progress students have made in the research process.

- The interim reflection session

As their RRS develops, students can demonstrate the progress of their thinking, the development of their argument and raise any questions they may have with their supervisor. At this stage, the RRS may include reactions to readings, progress in the timeline for completion of the extended essay, a possible outline of arguments, setbacks encountered and the strategies used to overcome them.

- The final reflection session—viva voce

During the viva voce, which takes place at the completion of the extended essay process, the RRS can form the basis for discussion about the process of completing the essay. Students can show what they have learned about the topic, the research process followed, their own learning, as well as outlining new questions they have uncovered. Most importantly, during the viva voce the RRS may help to highlight the personal significance of the work to the student and ultimately contribute to the supervisor's report.

d) The Reflection upon Planning and Progress Form (RPPF)

The Reflection upon Planning and Progress Form is a new and integral part of the EE assessment policy, counting toward criterion E (Engagement), which deals primarily with the process, focus and development of research as well as the personal engagement and development of the candidate. It is a new rather than an additional piece of work, as it replaces the abstract.

The relevant section of the RPPF (for a total of 500 words) must be completed by the candidate within due course after EACH official meeting. This written reflection should include questions and thoughts on the research process as well as the next steps to be taken. The form needs to be handed in to the supervisor, who will sign, date and keep it safe. This process can also be dealt with electronically. Once sent and signed, the candidate is not allowed to make any changes.

Recommendations for the meetings:

First Official Meeting (April/May 2025)

- discuss the biggest concerns, possible approaches and strategies
- construct/develop/finalise an appropriate research question that allows for analysis, and an outline.
- discuss a timeline for the next steps and completion of the draft version
- Student input: background reading, initial research, draft question and outline, initial bibliography, mind-map, ideas about methodology.

Interim Meeting (June/July 2025)

-All subjects except sciences:

- Not recorded on RPPF
- Check of student progress
- Feedback on a draft component, identify issues and future action
- Student input: submit draft component (about 1000 words) prior to the meeting. Prepare questions.

-Sciences:

- **All experiments need to be completed by July 11th**

Second Official Meeting (September/October 2025)

- discuss draft material, sources, progress to final version (supervisor gives feedback on the draft related to the assessment criteria). The student will have until the deadline to incorporate this feedback.
- Feedback comments, points out issues. It does NOT include editing the text, correcting language, re-writing or re-structuring passages, proof-reading, correcting the referencing and bibliography, or formatting.
- comments on the RPPF should include thoughts on the student's research process leading up to, and at, this stage, and the final plans/steps/alterations before submission (this can include specific changes or additions).

- Student input: complete essay draft (researched, with bibliography), plans for specific changes or additions still to be made.

Third Official Meeting: The Viva Voce (November/December 2025)

The final official meeting (about 20 minutes) with your supervisor will take place after submission of the EE. It consists of a series of (open-ended) questions to check your holistic approach and the essay's authenticity, to reflect upon methods, difficulties, results, personal engagement and growth as a learner and researcher.

In preparation, you might want to think about the following guiding questions (they will also come in useful when you write your final brief reflective piece about your EE on the RPPF):

- "What have been the high and low points of the research and writing processes?"
- "What were the most interesting aspects of the process? Did anything surprise you?"
- "What have you learned through writing this essay? What advice would you give new students?"

You MUST bring RRS extracts to the viva voce to show pieces of evidence, share your personal experience and show how you have grown as learners.

NO CHANGES will be allowed to the EE after the viva voce.

These meetings are compulsory and you MUST submit the pieces of work mentioned above accordingly (1st meeting: detailed outline and indicative bibliography; interim meeting: draft component (1000 words); 2nd meeting: completed full first draft; 3rd meeting: final version). Should this not be the case, your supervisor cannot and will not guarantee the work's authenticity as your own to the IB DP and will not provide feedback.

8. Appendices

A. Indicative student/supervisor EE progress tracking form (not compulsory)

<p>Use these pages to keep track of the compulsory meetings with your supervisor, questions you wish to raise, and tasks that you need to complete.</p> <p>At each meeting ask your supervisor to sign and indicate roughly how many minutes he or she has spent with you. In most cases you will also meet with the librarian to support you with the research process and to assist you in referencing your work properly.</p> <p>Please note: the IBO states that the amount of support given by the supervisor be less than 5 hours.</p>		
Meeting 1 (March)		
Questions...		
My tasks for the spring break are...		
Supervisor's initials:	Date:	Time spent: mins
Meeting 2 (May - compulsory)		
Questions...		
My goals for the next meeting are...		
Discuss resources with librarian		
Supervisor's initials:	Date:	Collaboration/ underline what is appropriate: Excellent Good Adequate Insufficient
Librarian's initials:		
Meeting 3 (May) progress and planning meeting		
Questions...		
My tasks for the PP in the big session are...		
Supervisor's initials:	Date:	

Meeting 4 (June -compulsory): Feedback on draft component		
Feedback on my draft component; presentation?		
Supervisor's initials:	Date:	Collaboration: underline what is appropriate: Excellent Good Adequate Insufficient
Meeting 5 (September/October -compulsory): discussion of first draft /student checklist filled in:		
Feedback on my interview ...		
Supervisor's initials:	Date:	Collaboration: underline what is appropriate: Excellent: Good: Adequate: Insufficient:
Supervisor requested to see a second draft extract in November? Yes / No		
Meeting 6 (November)		
Questions/concerns ...		
Supervisor's initials:	Final draft submitted: Disk submitted:	
Extended essay submitted (Viva voce - compulsory)		
Remarks :		
Supervisor's initials:	Date:	
Disk submitted	Final report from turnitin.com to be sent off together with essay to the IBO	

B. General Student Checklist to be completed with first draft

Note: Marks given for the general criteria constitute a substantial part of the total marks for the essay. Getting students to focus on the areas below is one of the easiest ways to improve their scores.

Point	Action	Check ✓
1	Is the essay within 4000 words?	
2	Is there a Contents page?	
3	Are all pages numbered?	
4	Are all diagrams, charts and graphs indexed and labelled and sources referenced where applicable?	
5	Are all necessary terms defined/explained?	
6 *	Have you proofread carefully?	
7	Are your references cited consistently and correctly ?	
8	Does the Bibliography include all and only the works of reference you have consulted and used?	
9*	Does the Bibliography specify author(s), title, date of publication and publisher for every reference?	
10	Are the Bibliography sources cited consistently and correctly ?	
11	Does the Appendix contain only relevant information?	
12	Are all references to the Appendix clearly cross-referenced and labelled ?	
13	Is your research question stated on the title page?	
14	Is your research question stated in the Introduction?	
15	Is your research question restated in the Conclusion?	
16	Does your Conclusion address unresolved questions?	
17	Does your Conclusion address new questions that have emerged?	
18	Are your Introduction and Conclusion titled?	
19	Is your RPPF up to date and within the word limit?	
20	Is your formatting according to IB standards?	

C. DECLARATION OF COMPLIANCE WITH IB REGULATIONS ON MALPRACTICE

All pupils taking the IB Diploma are subject to the **Diploma Programme General Regulations**, which state:

Article 9: Responsible and ethical behaviour

Candidates are required to act in a responsible and ethical manner throughout their participation in the Diploma Programme and examinations. In particular candidates must avoid any form of malpractice.

The definition of malpractice appears in article 24:

The IBO defines malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components. Malpractice includes:

- (a) **Plagiarism**: this is defined as the representation of the ideas or work of another person as the candidate's own
- (b) **Collusion**: this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another

The consequence of malpractice is presented in article 25, item 5:

If the final award committee decides that a case of malpractice has been established, no grade will be awarded in the subject(s) concerned. No diploma will be awarded to the candidate. (*Vade Mecum*, 2003)

Plagiarism is recognized worldwide as a serious academic offense. Ignorance of the working definition of plagiarism is not a valid excuse for lapses and does not prevent a penalty from being applied to work submitted as original. In order to prevent any misunderstandings about what constitutes plagiarism, information is being provided to you that not only defines plagiarism, but also outlines strategies to prevent it.

Please read the following statements and, if you agree, write your name, sign and date in the spaces provided.

I certify that ALL of the following are true:

- ☐ I have read and fully understand the definition and consequences of malpractice as presented in this document.
- ☐ I fully understand the definition of plagiarism and fabrication and recognise specifically that it includes copying of assignments, paraphrasing, reusing other students' work and related acts.
- ☐ If I am unsure about whether something constitutes plagiarism I will consult my teacher **before** I turn in the assignment.
- ☐ I have given correct information on this form.

Name _____ Signature: _____

Date: ____/____/____

Ethical guidelines for extended essays research and fieldwork

The following guidelines apply to research and fieldwork in all extended essays.

Extended essay students must exercise the greatest sensitivity to local and international cultures.

Any research/fieldwork that creates anxiety, stress, pain or discomfort for participants is not permitted.

Any research/fieldwork that involves unjustified deception, involuntary participation or invasion of privacy, including inappropriate use of information technology (IT), email and the internet, is prohibited.

All participants in research activities must be informed before commencing the research that they have the right to withdraw at any time. Pressure must not be placed on any individual participant to continue with the investigation beyond this point.

Each participant must be informed of the aims and objectives of the research and in addition be shown the results of the research.

Informed consent should be obtained from the people who are the subject of the fieldwork. Research involving children needs the written consent of parent(s) or guardian(s). Students must ensure that parents are fully informed about the implications for children who take part in such research. Where research is conducted with children in a school, the written consent of the teachers concerned must also be obtained.

Extended essay students must avoid conducting research with any adult who is not in a fit state of mind and cannot respond freely and independently.

If any participant shows stress and/or pain at any stage of the research, the research must finish immediately, and the participant must be allowed to withdraw.

Participants must be debriefed and given the right to withdraw their own personal data and responses. Anonymity for each participant must be guaranteed.

All data collected must be kept in a confidential and responsible manner and not divulged to any other person.

Research that is conducted online, using IT methods, is subject to the same guidelines. Any data collected online must be deleted once the research has been completed. Such data must not be used for any purpose other than the conduct of the research.

May and November 2013 examination sessions onwards

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E. Detailed assessment criteria

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	The work does not reach a standard outlined by the description below.
1-2	<p>The topic is communicated unclearly and incompletely:</p> <ul style="list-style-type: none">▪ identification and explanation of the topic is limited; the purpose and focus of the research is unclear, or does not lend itself to a systematic investigation in the subject for which it is registered. <p>The research question is stated but not clearly expressed or too broad:</p> <ul style="list-style-type: none">▪ the research question is too broad in scope to be treated effectively within the word limit and requirements of the task, or, does not lend itself to a systematic investigation in the subject for which it is registered.▪ the intent of the research question is understood but has not been clearly expressed and/or the discussion of the essay is not focused on the RQ. <p>Methodology of the research is limited:</p> <ul style="list-style-type: none">▪ the source(s) and/or method(s) to be used are limited in range given the topic and research question;▪ there is limited evidence that their selection was informed.
3-4	<p>The topic is communicated:</p> <ul style="list-style-type: none">▪ identification and explanation of the research topic is communicated; the purpose and focus of the research is adequately clear, but only partially appropriate. <p>The research question is clearly stated but only partially focused:</p> <ul style="list-style-type: none">▪ the research question is clear but the discussion in the essay is only partially focused and connected to the RQ. <p>Methodology of the research is mostly complete:</p> <ul style="list-style-type: none">▪ source(s) and/or method(s) to be used are generally relevant and appropriate given the topic and research question;▪ there is some evidence that their selection(s) was informed. <p>If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than four marks can be awarded for this criterion.</p>
5-6	<p>The topic is communicated accurately and effectively:</p> <ul style="list-style-type: none">▪ identification and explanation of the research topic is effectively communicated; the purpose and focus of the research is clear and appropriate. <p>The research question is clearly stated and focused:</p> <ul style="list-style-type: none">▪ the research question is clear and addresses an issue of research that is appropriately connected to the discussion in the essay. <p>Methodology of the research is complete:</p>

	<ul style="list-style-type: none"> ▪ an appropriate range of relevant source(s) and/or method(s) have been applied in relation to the topic and research question; ▪ there is evidence of effective and informed selection of sources and/or methods.
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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	The work does not reach a standard outlined by the description below.
1-2	<p>Knowledge and understanding is limited</p> <ul style="list-style-type: none"> ▪ the selection of the source material is limited or only partially appropriate to the research question; ▪ knowledge of the topic/discipline(s)/issue is anecdotal, unstructured and mostly descriptive with sources not effectively being used. <p>Use of terminology and concepts is unclear and limited:</p> <ul style="list-style-type: none"> ▪ subject specific terminology and/or concepts are either missing or inaccurate demonstrating limited knowledge and understanding.
3-4	<p>Knowledge and understanding is good:</p> <ul style="list-style-type: none"> ▪ the selection of source material is mostly relevant and appropriate to the research question; ▪ knowledge of the topic/discipline(s)/issue is clear; there is an understanding of the sources used but their application is only partially effective. <p>Use of terminology and concepts is adequate:</p> <ul style="list-style-type: none"> ▪ the use of subject specific terminology and concepts is mostly accurate, demonstrating an appropriate level of knowledge and understanding. <p>If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than four marks can be awarded for this criterion.</p>
5-6	<p>Knowledge and understanding is excellent:</p> <ul style="list-style-type: none"> ▪ the selection of source materials is clearly relevant and appropriate to the research question; ▪ knowledge of the topic/discipline(s)/issue is clear and coherent and sources are used effectively and with understanding; <p>Use of terminology and concepts is good:</p> <ul style="list-style-type: none"> ▪ the use of subject specific terminology and concepts is accurate and consistent, demonstrating effective knowledge and understanding.

C: Critical Thinking

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

0	The work does not reach a standard outlined by the description below.
1-3	The research is limited:

	<ul style="list-style-type: none"> the application of the research presented is limited and its relevance to the research question is not clear. <p>Analysis is limited:</p> <ul style="list-style-type: none"> there is limited analysis; where there are conclusions to individual points of analysis these are limited and not consistent with the evidence. <p>Discussion/evaluation is limited</p> <ul style="list-style-type: none"> an argument is outlined but this is limited, incomplete, descriptive or narrative in nature; the construction of an argument is unclear and/or incoherent in structure, hindering understanding; where there is a final conclusion, it is limited and not consistent with the arguments/evidence presented; there is an attempt to evaluate the research, but this is superficial. <p>If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than three marks can be awarded for this criterion.</p>
4-6	<p>The research is adequate:</p> <ul style="list-style-type: none"> the application of some research is appropriate and/or relevant to the research question. <p>Analysis is adequate:</p> <ul style="list-style-type: none"> there is analysis but this is only partially relevant to the research question; the inclusion of irrelevant research detracts from the quality of the argument; any conclusions to individual points of analysis are only partially supported by the evidence. <p>Discussion/evaluation is adequate</p> <ul style="list-style-type: none"> an argument explains the research but the reasoning contains inconsistencies; the argument may lack clarity and coherence but this does not significantly hinder understanding; where there is a final or summative conclusion, this is only partially consistent with the arguments/evidence presented; the research has been evaluated but not critically.
7-9	<p>The research is good:</p> <ul style="list-style-type: none"> the majority of the research is appropriate and its application is clearly relevant to the research question.
	<p>Analysis is good:</p> <ul style="list-style-type: none"> the research is analysed in a way that is clearly relevant to the research question; and, the inclusion of less relevant research rarely detracts from the quality of the overall analysis; conclusions to individual points of analysis are supported by the evidence but there are some minor inconsistencies. <p>Discussion/evaluation is good</p> <ul style="list-style-type: none"> an effective reasoned argument is developed from the research, with a conclusion supported by the evidence presented; this reasoned argument is clearly structured and coherent and supported by a final or summative conclusion; minor inconsistencies may hinder the strength of the overall argument; the research has been evaluated, and this is partially critical.

10-12	<p>The research is excellent:</p> <ul style="list-style-type: none"> ▪ The research is appropriate to the research question and its application is consistently relevant. <p>Analysis is excellent:</p> <ul style="list-style-type: none"> ▪ the research is analysed effectively and clearly focused on the research question; the inclusion of less relevant research does not significantly detract from the quality of the overall analysis; ▪ conclusions to individual points of analysis are effectively supported by the evidence. <p>Discussion/evaluation is excellent:</p> <ul style="list-style-type: none"> ▪ an effective and focused reasoned argument is developed from the research with a conclusion reflective of the evidence presented; ▪ this reasoned argument is well structured and coherent, any minor inconsistencies do not hinder the strength of the overall argument or the final or summative conclusion; ▪ the research has been critically evaluated.
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D: Formal 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	<p>The work does not reach a standard outlined by the description below.</p>
1-2	<p>Formal presentation is acceptable:</p> <ul style="list-style-type: none"> ▪ The structure of the essay is generally appropriate in terms of the expected conventions for the topic, argument and subject in which the essay is registered; ▪ Some layout considerations may be missing or applied incorrectly; ▪ Weaknesses in the structure and/or layout do not significantly impact the reading, understanding or evaluation of the Extended Essay.
3-4	<p>Formal presentation is good:</p> <ul style="list-style-type: none"> ▪ The structure of the essay clearly is appropriate in terms of the expected conventions for the topic, the argument and subject in which the essay is registered; ▪ Layout considerations are present and applied correctly; ▪ The structure and layout support the reading, understanding and evaluation of the Extended Essay.

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, after considering the student's 'Reflections on Planning and Progress' form.

0	The work does not reach a standard outlined by the description below.
1-2	Engagement is limited: <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.
3-4	Engagement is good: <ul style="list-style-type: none"> Reflections on decision making and planning is analytical and includes reference to conceptual understanding and skill development; These reflections communicate a moderate degree of personal engagement with the research focus and process of research, demonstrating some intellectual initiative
5-6	Engagement is excellent: <ul style="list-style-type: none"> Reflections on decision-making and planning are evaluative and include reference to the student's capacity to consider actions and ideas in response to setbacks experienced in the research process; These reflections communicate a high degree of intellectual and personal engagement with the research focus and process of research, demonstrating authenticity, intellectual initiative and/or creative approach in the student voice.

F. Reflections on Planning and Progress Form (RPPF) (separate document, will be emailed to every student and supervisor)

G. IB Effective Citing and Referencing Guide (separate document, will be emailed to every student and supervisor)

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