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A Guide to the Extended Essay

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Class of _____

This Guidebook Belongs to:

My EE Supervisor is:

**IF FOUND, please return this guidebook to Mrs. Rasha Maher, the
Extended Essay Coordinator, in the IB office.**

Dear first-year IB Diploma Programme students,

Congratulations on embarking on this challenging but rewarding journey towards obtaining your IB Diploma! As you start this new chapter in your academic life, we wanted to take a moment to talk to you about one of the most important and rewarding components of the programme - your Extended Essay.

The Extended Essay (EE) is an independent research project that allows you to explore a topic of personal interest in great depth. It is an opportunity for you to showcase your critical thinking abilities, research skills, and passion for a particular subject. The EE is not just another assignment; it is a chance for you to delve into a subject that truly captivates you and develop your academic voice.

We understand that the thought of undertaking such a substantial research project may seem daunting at first, especially when you are just beginning your IB journey. However, I would like you to approach this challenge with enthusiasm and open mindedness. The process of researching, planning, and writing your Extended Essay is not only academically stimulating but also incredibly valuable in preparing you for higher education and beyond.

The Extended Essay offers you the freedom to choose a topic within the six subject areas of the IB Programme. This flexibility allows you to explore something you are truly passionate about. Your Extended Essay could involve conducting experiments, analyzing data, interviewing experts, or closely examining existing literature. It is an opportunity for you to demonstrate your individuality!

While the process may include moments of frustration and fatigue, always remember that you have a support system. Your teachers, supervisors, and myself are here to guide you through every step of the way. Don't hesitate to reach out for assistance, clarification, or inspiration whenever you need it. Remember, it is not a sign of weakness to ask for help, but a testament to your determination to excel.

Lastly, consider your Extended Essay as more than just an academic requirement. It is an opportunity for personal growth, for developing skills crucial to succeed. Take this chance to cultivate your passion, sharpen your research abilities, and become an expert in a subject matter that excites you.

Good luck, and may your Extended Essay be an enriching and fulfilling experience!

Rasha Maher

EE Coordinator

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

MLS Vision

MLS strives to create a supportive, co-operative and committed school community that works together to empower students with the motivation to learn, to develop their talents and acquire the qualities and skills necessary to become capable, productive and confident members of society.

The school is committed to developing within all learners a sense of responsibility for themselves, their nation, and the world in which they live. Through its diverse programs, MLS provides a variety of enriching experiences which encourage life-long learning, self-realization and occupational success.

MLS Mission

At MLS (Misr Language Schools), our mission is to cultivate responsible, empathetic, and disciplined young minds, preparing them to thrive in an interconnected world and become proactive contributors to humanity and the globe. Valuing compassion, care, diversity, growth mindset, and intercultural understanding, we provide a safe and supportive learning environment that fosters curiosity, creativity, and collaboration.

We believe in the unique potential of each learner to achieve excellence and make a positive impact. Inspired to pursue their passions, explore their interests, and discover their talents, MLS learners are empowered with the skills and attributes to act, express their opinions, and respect others.

Through MLS's diverse educational programs (National, British, American, and French Divisions) offering our learners a variety learning experiences, we promote lifelong learning, self-realization, and prosperous futures for our learners. Exposing them to diverse perspectives, cultures, and languages, we foster global citizenship and social responsibility.

In summary, MLS is dedicated to nurturing responsible, empathetic, and disciplined individuals who are equipped to excel in an interconnected world. We provide a safe and supportive learning environment that encourages curiosity, creativity, and collaboration, empowering learners to make a positive impact on humanity and the globe.

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Extended Essay Handbook

EE Coordinator: Rasha Maher

Overview of the extended essay

The extended essay 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. It is intended to promote high-level research and 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 extended essay is assessed against common criteria, interpreted in ways appropriate to each subject.

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 Diploma Programme subjects, published in the *Handbook of procedures for the Diploma Programme*.
- presented as a formal piece of scholarship containing no more than 4,000 words accompanied by a reflection form of no more than 500 words.
- the result of approximately 40 hours of work by the student.
- concluded with a short interview, or *viva voce*, with the supervising teacher.

Policies relevant to the extended essay

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

Aims

The aims of the extended essay are for students to:

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

Responsibilities of the EE Coordinator

1- Appoints and allocates the Supervisors

The EE supervisors will be appointed by the DP coordinator and the EE coordinator from the DP team.

To ensure that the appropriate level of supervision is provided for each student, a supervisor will be allocated a maximum of five students. The allocation process will be as follows:

- *Each student will select three preferences for their extended essay from the list of available subjects.*
- *If the number of students applying for a subject exceeds the maximum number (10 x no. of supervisors), then a selection will be made by the EE coordinator. Those students not selected would then be allocated their second or third choice using a similar system.*

- 2- ensures that Extended Essays conform to the regulations outlined in the IBO guide.
- 3- ensures that each student has an appropriately qualified supervisor, who is a teacher within the school.
- 4- provides supervisors and students with the general and subject-specific information, and guidelines for the EE, contained in the Extended Essay guide.
- 5- provides supervisors with recent extended essay subject reports.
- 6- ensures that supervisors are familiar with the IBO document on Academic honesty.
- 7- explains to students the importance of the EE in the overall context of the Diploma Programme.
- 8- explains to students that they will be expected to spend approximately 40-hours on their EE.
- 9- sets internal deadlines for the stages of producing the EE, including the reflection sessions and the concluding viva voce interview.
- 10- ensures that students have been taught the necessary research skills.
- 11- provides appropriate training for supervisors where necessary.
12. Provides the necessary pedagogical support.

Responsibilities of the Supervisors

The supervisor will report directly to the EE coordinator.

The extended essay supervisor are required to:

1. undertake three mandatory reflection sessions with each student they are supervising.
2. meet a maximum of 5 hours with the student (The 3 reflection sessions are included within the 5 hours)

3. initial and date each reflection summarized on the *Reflections on planning and progress form* and provide comments at the end of the process (max 500 words). If the form and essay are submitted via the ecoursework system, then it is deemed signed and authenticated. An RPPF that is blank, unsubmitted, or written in a language other than that of the essay, will be awarded a 0 for criterion E.
 4. provide students with advice and guidance in the skills of undertaking research.
 5. encourage and support students throughout the research and writing of the extended essay.
-
6. discuss the choice of topic with each student and, in particular, help to formulate a well-focused research question which is suitable to the subject of registration and ensure that the chosen research question satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues.
 7. be familiar with the regulations governing the extended essay and the assessment criteria and gives copies of these to students.
 8. monitor the progress of the extended essay to offer guidance and to ensure that the essay is the student's own work (this may include presenting a section of the essay for supervisor comment)
 9. read and comment on one draft only of the extended essay (supervisors do not edit the draft); this should take place after the interim reflection session, but before the final reflection session, the viva voce.
 10. ensure that the final version of the essay is handed in before the final reflection session (viva voce) takes place, and that no changes are made to it subsequently.
 11. read the final version and, in conjunction with the viva voce, confirm its authenticity.
 12. submit a predicted grade for the student's extended essay to the IB.
 13. complete the supervisor's report (if the EE cover is not signed by both the student and the supervisor, the essay will not be accepted for assessment and may be returned to the school) and fill in, sign and submit the cover sheet.
 14. ensure proper completion of the three stages of the RPPF (2 reflection sessions & viva voce)
 15. 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.
 16. write a report and present it to the school's DP coordinator if malpractice, such as plagiarism, is suspected in the final draft.

To fulfill the above responsibilities supervisors should:

1. Be qualified in the subject and area of inquiry of the extended essay. They should have done research in the subject, be familiar with research methods in the academic subject area, and be familiar with cornerstone works, quality sources, and bibliographic protocols of the field of study.
2. Have read the extended essay guide, especially the regulations and sections pertaining to essays in the subject they are supervising.

3. Read and understand the EE Guide provided by the school
4. Have read and understood the assessment criteria that will be used to evaluate the student's work.
5. Be willing and able to dedicate approximately 3 to 5 hours to each student throughout the process.
6. Be involved enough in the steps of the student writing process to be able to vouch for the fact that the work is that of the student.
7. Read recent examiner reports and subject reports to gain insight into common student error. (contact the IB Coordinator for access)
8. Be aware of the sources and resources available to students (in the school and through other libraries and sources) e.g. appropriate databases, lab equipment, software.

Training the Supervisors

The school is responsible for training the supervisors and following up on their performance.

1. The supervisors will be given an orientation session about their role and responsibilities prior to the job.
2. The supervisors will be trained by the EE coordinator during the month of June prior to the School year of DP1.
3. The EE coordinator will be shadowing the supervisor during the 1st month of their official work.
4. The EE coordinator will be attending some of the supervisor's meeting with the students.
5. The supervisor will be having regular biweekly meetings with the EE coordinator to discuss the performance of the students.
6. Supervisors will be attending monthly meetings with the DP coordinator (general Meeting) to review the progress of the students.
7. During the regular monthly PD sessions, the EE coordinator and supervisors will be receiving training according to the reflection on their performance during the past period.

The student When researching the EE, you should do the following:

- Read the assessment criteria and the relevant subject-specific guidance on the EE guide, the IB's ethical guidelines and other associated policies where relevant, such as those related to animal experiments.
- Set up the Researcher's reflection space (RRS) and use this as the key planning and reflection tool for the EE process
- Undertake extensive background reading on the chosen topic
- Formulate a preliminary research question. Try to incorporate an IB command term in the research question if possible. You will be guided on how to create an effective research question.

Responsibilities of Students

Students are strongly recommended to:

1. choose a topic they are enthusiastic about and that is available.
2. work independently to produce an authentic piece of research.
3. develop a Researcher's reflection space as a planning tool.
4. use the Researcher's reflection space to prepare for reflection sessions.
5. share excerpts from the Researcher's reflection space with the supervisor during the reflection sessions.
6. choose a subject, followed by a topic, and then think carefully about the research question for their essay.
7. plan how, when and where they will find material and sources for their essay before deciding on the final topic and research question.
8. plan a schedule for both the researching and writing of their extended essay, including extra time for delays and unforeseen problems.
9. record sources as their research progresses using their *Researcher's reflection space* rather than trying to reconstruct a list at the end.
10. make the most of their supervision and reflection sessions by arriving prepared to discuss their work.
11. acknowledge all sources used using **APA** citation style consistently.
12. observe the rules and regulations for the EE (**plagiarism!**).
13. **meet all deadlines and respect their supervisor's time.**
14. adhere to **ethical guidelines** when conducting experiments (see the Animal Experimentation Policy from the IB, for example).
15. *not spend more than the recommended 40-45 hours in total on their EE.*
16. have a clear structure for the essay before beginning to write.
17. check and proofread the final version of their extended essay.
18. make sure that the version they submit for assessment is the final version with all sources correctly and consistently referenced.
19. ensure that all requirements are met.

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, the librarian is 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 for more details.

Students should not:

- choose a topic or research question that you have seen in exemplars and that have been done too many times before.
- overlook the importance of planning and how this can contribute to success in your extended essay.
- Construct a list of references only at the end of the process—be aware of the implications of poor/inadequate referencing.

Parents' Role:

- Support and encourage students all through the EE research and writing process.
- Ensure students follow the EE timeline/ deadlines and discuss their progress.
- Communicate with the school regarding any concerns or questions about EE.
- Participate in parent-teacher conferences and meetings to discuss interviews' results and progress.

The Research and Writing Process

When researching the extended essay, students should follow the steps below.

1. Choose an available Diploma Programme subject for the extended essay for the session in question (subject to any restrictions imposed by the school).
2. Read the following materials: the assessment criteria, relevant subject-specific chapter of the Extended Essay Guide, the IB's ethical guidelines and other associated policies where relevant, such as those relating to animal experiments.
3. Choose a topic and undertake some background reading on it.
4. Set up the Researcher's Reflection Space (RRS) and use this as the key planning and reflection tool for the extended essay process.
5. Formulate a preliminary research question. Try to incorporate an IB command term in the research question if possible.
6. Draw up an outline plan for the research and writing process. This should include a timeline.
7. Begin to identify how and where they will gather source material for their research.
8. Set deadlines for themselves that are realistic and take into consideration the school's own internal deadlines.
9. Plan a structure for the essay. This may change as the research develops but it is useful to have a sense of direction from the start.
10. Undertake some preparatory reading in light of the proposed research question. If students discover that it will not be possible to obtain the evidence needed in the time available, the research question should be changed. This should be done sooner rather than later: students should not lose time waiting and hoping that something will turn up. Students should go back to stage **3, 2 or 7**, and choose a new research question that can be answered.
11. Carry out the research. The material collected should be assembled in a logical order, linked to the structure of the essay and clearly focused on the research question posed. Only then will students know whether they have enough evidence for each stage of the argument so that they can proceed to the next. Students should be prepared for things to go wrong. Sometimes they

may discover something later in the research that undermines what they thought had been established earlier. If that happens, the research plan needs to be revised.

A student wishing to change topics and research questions after they have been submitted and reviewed by the IB Coordinator **MUST HAVE** the written approval of the IB Coordinator.

Researcher's reflection space

The RRS is basically a space where you can:

- Make reflections before, during and after your research process.
- You jot down any thoughts or ideas that come to your mind.
- It's like having your own personal notebook where you can keep track of everything related to your extended essay.

Why is RRS important?

- IT supports your learning, thinking and critical analysis throughout the research process.
- It captures your ideas before they slip away.
- It keeps you organized.
- It tracks your progress.
- It helps with self-reflection.
- The use of the RRS will help you prepare for your reflection sessions with your supervisor and inform the discussions that take place. In preparing for your reflection sessions, you could use your RRS to record your reflections.

Some examples of RRS

- your brainstorming of your interests
- your brainstorming of your topic (Examples of initial topic exploration)
- mind maps
- your EE outline
- any comments your supervisor wrote on various documents
- articles that you found and your reflection on their usefulness; responding to photos, newspaper clippings, twitter feeds, blogs, and so on
- an explanation of and/or anything that caused you to change direction, research question, etc.
- initial reflections -- answers to reflection prompt questions - etc.
- rough notes or rough versions for your Official RPPF reflections

You are encouraged to include in your RRS

- Possible sources of information and the validity and reliability of these sources.
- The type of methodology you will use.
- Preliminary research questions.
- Your personal reactions to the issues.

The student–supervisor relationship: (Reflection Sessions)

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

Check-in sessions

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

Formal reflection sessions

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

Reflection sessions

The following sections provide guidance regarding preparing for and undertaking the three mandatory reflection sessions.

- [Preparation for the first reflection session](#)
- [First formal reflection session](#)
- [Preparation for the interim reflection session](#)
- [The interim reflection session](#)
- [Accommodating a change of direction](#)
- [Commenting on a draft version of the extended essay](#)
- [Submission requirements](#)

- [Preparation for the final reflection session \(*viva voce*\)](#)
- [Final reflection session \(*viva voce*\)](#)

Preparation for the first reflection session

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

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

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

First formal reflection session

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

Topics of discussion that should arise during this session include:

- a review of the requirements and assessment criteria for the subject
- a review of ethical and legal implications, if applicable
- a dialogue about possible approaches and any potential problems that might arise
- a discussion of strategies for developing the student's ideas for the essay and expanding the research so that the essay starts to take form

- probing and challenging questions that will help the student focus their thinking; this should lead to the development of the student’s working research question
- an outline of the next steps that the student should undertake in order to refine their question; this should take the form of a research and writing timeline.

Tip Following this first session, the student is required to complete the first student comment section of the [Reflections on planning and progress form](#) and submit it to their supervisor who must then initial and date the form. Please refer to the section [“Protocols for completing and submitting the Reflections on planning and progress form”](#) for more information.

Preparation for the interim reflection session

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

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

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

The interim reflection session

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

During this session the supervisor might discuss:

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

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

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

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

Tip

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

Accommodating a change of direction

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

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

Commenting on a draft version of the extended essay

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

The best way of conducting this last stage is for the student to submit the essay prior to a supervision session to allow the supervisor to add their comments. This should be followed by a one-to-one discussion between the supervisor and the student in which they go through the comments together as these become a starting point for a dialogue about the essay. This advice should be in terms of the way the work could be improved, but the draft must not be heavily annotated or edited by the supervisor.



What supervisors can do

Comments can be added that indicate that the essay could be improved. These comments should be open-ended and not involve editing the text, for example:

- **Issue:** the research question is 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.



What supervisors cannot do:

- Correct spelling and punctuation.
- Correct experimental work or mathematics.
- Re-write any of the essay.
- Indicate where whole sections of the essay would be better placed.
- Proofread the essay for errors.
- Correct bibliographies or citations.

Tip

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

Submission requirements

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

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

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

Students should bring the following to this session:

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

Tip

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

Final reflection session (*viva voce*)

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

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

The *viva voce* is:

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

The *viva voce* should last 20–30 minutes. This is included in the recommended amount of time a supervisor should spend with the student.

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

- The form is an assessed part of the extended essay. The form must include: comments made by the supervisor that are reflective of the discussions undertaken with the student during their supervision/reflection sessions; the student's comments; and the supervisor's overall impression of the student's engagement with the research process.

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

Tip

Following this final session, the student is required to complete the last student comment section of the *Reflections on planning and progress form* and submit it to his or her supervisor, who must then add his or her own comments, and initial and date the form. Note that the maximum total word limit for the three reflections on the RPPF is 500. The supervisor must then upload the form into the e-coursework system, confirm the authenticity of both the form and essay, and submit them to the IB for assessment as one portfolio. Please refer to the section [“Protocols for completing and submitting the *Reflections on planning and progress form*”](#) for more information.

An RPPF that is blank, unsubmitted, or written in a language other than that of the essay, will be awarded a 0 for criterion E.

Authenticating student work

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

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

portfolio. Further guidance on this is given in the section [“Protocols for completing and submitting the Reflections on planning and progress form”](#).

It is extremely important that supervisors are able to confirm that they have followed the guidance for monitoring the student’s work throughout the process and can, to the best of their knowledge, confirm the authenticity of the work upon final submission (please refer to the [Diploma Programme Assessment procedures](#)).

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 *Diploma Programme Assessment procedures* 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.

When authenticity is in doubt, the supervisor should first discuss this with the student. In addition, one or more of the following actions may be helpful:

- compare the style of writing with work known to be that of the student
- compare the final submission with the first draft of the written work
- check the references cited by the student and the original sources
- interview the student in the presence of a third party
- use one of the many websites set up to prevent plagiarism.

It is the responsibility of supervisors to ensure that all students understand the basic meaning and significance of concepts relating to academic integrity, especially authenticity and intellectual property. Supervisors must ensure that all student work to be assessed is prepared according to the stated requirements and must explain clearly to students that the extended essay must be entirely their own work.

The same piece of work cannot be submitted to meet the requirements of both the extended essay and a subject-specific assessment component.

For further guidance on this issue and the procedures for confirming authenticity please refer to the *Diploma Programme Assessment procedures*.

Protocols for completing and submitting the Reflections on planning and progress form

Completing the [Reflections on planning and progress form](#) (RPPF) is a requirement for the submission of the extended essay. It plays an important role in the assessment of the final essay and of the student’s engagement with the process of independent research. The following is offered as guidance for the completion and submission of the form.

Diploma Programme/extended essay coordinators, with the support of their school leadership team, must determine a system for the administration of the RPPF that ensures that both students and

supervisors have access to it in order to complete the required summative comments. This system also needs to ensure the integrity of the form.

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

It should be noted that the RPPF must be completed in the language of the student's extended essay submission. Please be aware that RPPFs submitted in a language other than that of the essay will be awarded 0 for this criterion. This is in keeping with article 9.3 of the general regulations stating that all components of an assessment must be submitted in the same language of registration.

If the RPPF is not submitted, or is blank, a 0 will be awarded for criterion E.

Please note that the RPPF has been updated for use from May 2020. The forms can be found on the EE website (**Home>In practice>Reflections on planning and progress form**). The new form includes drop-down options for the month and DP year as a way of indicating when the reflections have taken place during the individual student's DP and/or EE course studies—this is to promote consistency in the way schools date their forms. If a candidate is a retake candidate, please use “DP year 2” for reflections that have taken place in the academic year that the student will submit their essay. If schools have started using the outdated forms for the May 2020 session, then there is no need to reproduce them or ask students to rewrite them in the new form, but schools are asked to ensure they use the

updated forms for subsequent sessions.  The following steps are offered as guidance:

1

Choose an available Diploma Programme subject for the extended essay for the session in question (subject to any restrictions imposed by the school).

2

Read the following materials: the assessment criteria, relevant subject-specific chapter of the *Extended essay guide*, the IB's ethical guidelines and other associated policies where relevant, such as those relating to animal experiments.

3

Set up the Researcher's reflection space (RRS) and use this as the key planning and reflection tool for the extended essay process.

4

Choose a topic and undertake some background reading on it.

5

Formulate a preliminary research question. Try to incorporate an IB command term in the research question if possible.

6

Draw up an outline plan for the research and writing process. This should include a timeline.

7

Begin to identify how and where they will gather source material for their research.

8

Identify which system of academic referencing they will use, ensuring that this meets the minimum requirements for the IB.

9

Set deadlines for themselves that are realistic and take into consideration the school's own internal deadlines.

10

Plan a structure for the essay. This may change as the research develops but it is useful to have a sense of direction from the start.

11

Undertake some preparatory reading in light of the proposed research question. *If students discover that it will not be possible to obtain the evidence needed in the time available, the research question should be changed. This should be done sooner rather than later: students should not lose time waiting and hoping that something will turn up. Students should go back to stage 3, 2 or 1, and choose a new research question that can be answered.*

12

Carry out the research. *The material collected should be assembled in a logical order, linked to the structure of the essay and clearly focused on the research question posed. Only then will students know whether they have enough evidence for each stage of the argument so that they can proceed to the next. Students should be prepared for things to go wrong. Sometimes they may discover something later in the research that undermines what they thought had been established earlier. If that happens, the research plan needs to be revised.*

An RPPF that is blank, unsubmitted, or written in a language other than that of the essay will score a 0 for criterion E.

An important note:

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

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

The Structure of the Extended Essay:

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

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

Six required elements of the extended essay:

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

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.

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

Word Count

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

Included in the word count:

- The introduction
- The main body
- The conclusion
- Quotations
- Footnotes and/or endnotes that are not references

Not included in the word count

- The contents page
- Maps, charts, diagrams, annotated illustrations
- Tables
- Equations, formulas and calculations
- Citations/references (whether parenthetical, numbered, footnotes or endnotes)
- The bibliography
- The *Reflections on planning and progress form*
- Headers

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.

Detailed Information:

1. What does the Extended Essay comprise?

- An academic piece of writing on a topic of your choosing.
- Bibliography of only the works cited in the essay itself using an acknowledged referencing style.
- Appendices (where applicable).
 - Note: It is not mandatory for an examiner to read anything in an appendix; as such, this should only include information that acts as ancillary support to the essay and should not include information that is integral to the flow or argument of the essay itself.
- Reflections on Planning and Progress Form (RPPF).

2. What should the maximum word count be?

- The maximum word count is 4,000 (plus an additional 500 words for the Reflections on Planning and Progress Form that is submitted with the Extended Essay).
 - a. Note: The essay should not be any longer than 4,000 words as any writing over this limit will not be read and thus could have a negative impact on all assessment criteria.

3. How many hours should be spent on it?

- The IB recommends that you spend approximately 40 hours, spread out over the course of your IB studies.

4. On which subjects can the essay be written?

Students can write their essays on any subject provided by the school including:

- Language A
- Business
- Economics
- Biology
- Chemistry
- Physics
- Mathematics
- History
- Environmental Systems and Societies.

5. What policies accompany it?

- Academic honesty
- IB's ethical guidelines
- Animal experimentation policy

6. 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.

7. How to develop a research question?



Choose a subject and topic that is of interest.

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



Carry out preliminary reading.

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

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



Consider the emerging questions.

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



Evaluate the question.

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

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

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

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



Consider research outcomes.

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

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

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).

8. Formulating well-focused research questions: Practice Exercise

Developing a narrow, focused research question is an integral part of your extended essay process. A research question will provide a path to guide you through your research and writing.

Step 1. Choose your subject area

Which subject area is of most personal interest to you? Is there something you are especially curious about in one of your IB courses?

Step 2. Choose a topic that interests you

Describe your work in one sentence.

I want to learn about _____.

Example: I want to learn about public funding for the arts.

Step 3. Suggest a question

Try to describe your research by developing a question that specifies something about your topic.

I am studying _____ because I want to find out (who, what, when, where, whether, why or how) _____.

Example: I am studying public funding for the arts because I want to find out how accessible the arts are to those people who are on low incomes.

Direct question: To what extent are the arts accessible to people who belong to the class of the working poor?

Include a command term from your subject area to help form the research question.

Will you be able to argue a specific position? What are some possible issues or arguments?

Step 4. Evaluate your question

Answer the questions:

Is there a range of perspectives on this topic?

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

I am studying _____ because I want to find out _____ in order to understand (how, why or whether)

Example: I am studying public funding for the arts because I want to find out how accessible the arts are to the working poor so I can determine whether tax dollars support cultural enrichment for all citizens regardless of their socio-economic status.

Step 5. Restate your question using a different command term

Asking the question in a different way might help you view your topic in a different way.

How does analyzing ...

To what extent ...

Step 6. Review with your supervisor

Is your supervisor able to understand the nature of your research?

Is it clear to your supervisor how and why your topic is relevant in your subject area?

Step 7. Reflection

If you can adequately respond to the “so what?” question, you may be on your way to a clear and focused research question using your initial topic idea.

Do that here:

You must now start some preliminary reading around the issue or topic. Remember that you will most likely need to revise your research question once you start to undertake your research. In this sense your

research question should always be considered provisional until you have enough research data to make a reasoned argument.

9. How is EE supervised?

- The IB expects students to receive anything from **three to five hours of in-school supervisory support** towards the completion of their Extended Essay.
- A supervisor is expected to provide advice and support **but not** prescribe questions or edit any work produced.
- Your supervisor will also be expected to validate the authenticity of the work submitted by you to the IB by writing their own reflection (500 words) signing and dating the Reflections on Planning and Progress Form (RPPF).

10. How is it submitted?

- The Extended Essay will be digitally uploaded to the IB by the school. The IB Diploma Coordinator will help facilitate this upload.
- Extended Essays should be saved using any of the following file types:
 - Microsoft Word file (DOC)
 - Microsoft Word 2007/2010/2013 document (DOCX)
 - Portable Document Format (PDF)
 - Rich Text Format (RTF)

11. How is EE assessed:

The Extended Essay is assessed in accordance with the following five criteria:

- A: Focus and method (6 marks)
 - B: Knowledge and understanding (6 marks)
 - C: Critical thinking (12 marks)
 - D: Presentation (4 marks)
 - E: Engagement (6 marks)
- Total Marks Awarded: **34**

12. How many IB points is it worth?

There are three points available for the combination of the Extended Essay and Theory of Knowledge.

13. What is NOT to be included?

- Candidate details, session number, school and supervisor's name and any identifying features on the title page. The digital upload will take care of the personal details.
- Identifying marks (names, school names, candidate numbers and so forth) anywhere in the essay itself.
- Audio-visual material (such as video recordings and sound clips), although images and screenshots are fine.

Literature review

What is it?

Despite what the title here suggests, a literature review is not a personal evaluation of works of literature such as those of Jane Austen or William Faulkner.

Literature here means any collection of secondary sources or works produced on a given topic (for example, journals, pamphlets, new articles and books). As such, it is relevant to all subject areas.

Definition: A literature review is a summative evaluation of what has already been written (or said) about a given topic.

What is its purpose?

Before writing about any topic (for example, the theme of justice in the works of Harper Lee, or the role played by nurture in the development of violent behavior) it is useful to find out what has already been said about the topic. This allows you to:

- a. better understand the topic
- b. make links between your ideas (or methods) and those of others
- c. consider whether your ideas challenge or support an existing consensus
- d. situate your views within a context of existing viewpoints
- e. track any major trends or patterns in terms of interpretation
- f. allow you to identify the value and limitations of source material.

Why do I need it?

No successful research paper such as an Extended Essay is written without basing its viewpoints on pre-existing literature. As such, a literature review forms the foundation and support for the development of your own voice, insight and contributions to the discussion.

How do I go about this?

When conducting a literature review we are usually trying to ascertain the following things:

Assessment criteria for the extended essay

Interpretations

- Identify what interpretations exist and if there are any patterns emerging among them.
- Identify alternative justifications or judgements.

Methodology

- Identify what approaches are best suited or recommended for your chosen topic/area of study.
- Identify alternative methodological approaches to your topic/area of study.

Results

- Determine which approach or sources are more reliable
- Identify any biases that may have affected the end results.

Criterion A: focus and method	Criterion B: knowledge and understanding	Criterion C: critical thinking	Criterion D: presentation	Criterion E: engagement
<ul style="list-style-type: none"> • Topic • Research question • Methodology 	<ul style="list-style-type: none"> • Context • Subject-specific terminology and concepts 	<ul style="list-style-type: none"> • Research • Analysis • Discussion and evaluation 	<ul style="list-style-type: none"> • Structure • Layout 	<ul style="list-style-type: none"> • Process • Research focus
Marks	Marks	Marks	Marks	Marks
6	6	12	4	6

Total marks available: **34**

Assessment bands for EE

The bands for the criteria are

Rubric Assessment

Points earned Descriptor Letter Grade

30 – 36 ----- Excellent: A

25 – 29 ----- Good: B

19 – 24 ----- Satisfactory: C

9 – 16 ----- Mediocre: D

0 – 8 ----- Elementary: E

The diploma points matrix

		Theory of knowledge					
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not submitted
Extended essay	Excellent A	3	3	2	2	1 + Failing condition*	N
	Good B	3	2	1	1	Failing condition*	N
	Satisfactory C	2	1	1	0	Failing condition*	N
	Mediocre D	2	1	0	0	Failing condition*	N
	Elementary E	1 + Failing condition*	Failing condition*	Failing condition*	Failing condition*	Failing condition*	N
	Not submitted	N	N	N	N	N	N

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.

The Extended Essay Student Timeline

Date	Process	Responsibility
DP1 September – October	<ul style="list-style-type: none"> • Learn about EE basics <ul style="list-style-type: none"> ○ Research question ○ Managing resources ○ Research methods ○ Literature review skills ○ Writing skills ○ Referencing skills ○ Assessment criteria 	<ul style="list-style-type: none"> • EE Coordinator with students
DP1 November Week 9	<ul style="list-style-type: none"> • Workshop on research question • Generating research questions and locating 5-10 sources • Submitting Feasibility/Viability report with 5-10 correctly referenced resources attached. <ul style="list-style-type: none"> ○ Five of the sources must have at least two notes each ○ Notes must be formatted as a (Source-Info-Headings) table with all the required points • Signing and submitting the EE contract 	<ul style="list-style-type: none"> • EE coordinator with staff • Students • Students to EE coordinator/School office • Signed by parents and students to EE coordinator/School office
DP1 December (Week 15)	<ul style="list-style-type: none"> • Workshop on assessment criteria • Assigning EE supervisors • Introducing subject-specific EE assessment criteria and distributing criteria booklet • Viewing and discussing EE exemplars • 1st interview (week 15) 	<ul style="list-style-type: none"> • EE coordinator with staff • EE coordinator • Supervisor with students • Supervisor with students
DP1 January-March	<ul style="list-style-type: none"> • Submitting Research Readiness form • Completing first reflection (RPPF) • Meeting with supervisor at least two times (10-20 min sessions) 	<ul style="list-style-type: none"> • Supervisor and students to EE coordinator/school office • Supervisor with students
DP1 April-May	<ul style="list-style-type: none"> • Submitting Writing Readiness form • Preparing and submitting EE presentation • Presenting current findings and research in EE Café event 	<ul style="list-style-type: none"> • Supervisor and students to EE coordinator/school office • Students to supervisor and EE coordinator

	<ul style="list-style-type: none"> • Presenting part of preliminary writing (May 10th) week 31 • Submitting Progress Check form • Meeting to discuss quality of preliminary work and summer plans 	<ul style="list-style-type: none"> • Students to peers/teachers/parents • Students to supervisor • Supervisor and students to EE coordinator/school office • Supervisor with students
Summer Break		
DP2 September 13 th (week 3)- October	<ul style="list-style-type: none"> • Writing first draft of the EE • Feedback for 1st draft from advisors 	<ul style="list-style-type: none"> • Students
DP2 October 18 th /19 th (week 8)	<ul style="list-style-type: none"> • Submitting sample of the EE • Scheduling Interim interview • Completing second reflection (RPPF) • Submitting complete first draft on Turnitin (for originality report) • Providing feedback on first draft 	<ul style="list-style-type: none"> • Students to supervisor • Supervisor with students • Students to supervisor • Supervisor with students
November 16 th - 17 th - 18 th - 19 th	<ul style="list-style-type: none"> • Working on first drafts • Submitting final version • Scheduling Viva Voce (interview) • Completing third reflection (RPPF) 	<ul style="list-style-type: none"> • Students • Students to supervisor • Supervisor with students

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 organizational skills, so make sure you start early.
- Signal any problems **immediately**.

Assessing the Extended Essay:

Advice for students

This table is designed to help you think about the assessment criteria and whether you have addressed the expectations within your essay. You do not need to address all of the questions posed, but they do provide some guidance in terms of what to consider.

Criterion

A: Focus and method

Unpacking the criteria

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.

- Does this essay meet the requirements for the subject for which you are registering it?
- Is your research question stated as a question?
- Have you explained how your research question relates to the subject that you selected for the extended essay?
- Have you given an insight into why your area of study is important?
- Is your research question feasible within the scope of the task? Could your research question be “answered” or it is too vague?
- Did you refer to your research question throughout the essay (not only in the introduction and conclusion)?
- Did you explain why you selected your methodology?
- Are there other possible methods that could be used or applied to answer your research question? How might this change the direction of your research?
- If you stated a particular methodology in the introduction of your essay, or specific sources, have you used them?
- Are there any references listed in the bibliography that were not directly cited in the text?

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.

- Have you explained how your research question relates to a specific subject you selected for the extended essay?

- Have you used relevant terminology and concepts throughout your essay as they relate to your particular area of research?
- Is it clear that the sources you are using are relevant and appropriate to your research question?
- Do you have a range of sources, or have you only relied on one particular type, for example internet sources?
- Is there a reason why you might not have a range? Is this justified?

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

- Have you made links between your results and data collected and your research question?
- If you included data or information that is not directly related to your research question, have you explained its importance?
- Are your conclusions supported by your data?
- If you found unexpected information or data, have you discussed its importance?
- Have you provided a critical evaluation of the methods you selected?
- Have you considered the reliability of your sources (peer-reviewed journals, internet, and so on)?
- Have you mentioned and evaluated the significance of possible errors that may have occurred in your research?
- Are all your suggestions of errors or improvements relevant?
- Have you evaluated your research question?
- Have you compared your results or findings with any other sources?
- Is there an argument that is clear and easy to follow and directly linked to answering your research question, and which is supported by evidence?

C: Critical thinking

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

- Have you read and understood the presentation requirements of the extended essay?
- Have you chosen a font that will be easy for examiners to read on-screen?
- Is your essay double-spaced and size 12 font?
- Are the title and research question mentioned on the cover page?
- Are all pages numbered?
- Have you prepared a correct table of contents?
- Do the page numbers in the table of contents match the page numbers in the text?
- Is your essay subdivided into correct sub-sections, if this is applicable to the subject?
- Are all figures and tables properly numbered and labelled?
- Does your bibliography contain only the sources cited in the text?
- Did you use the same reference system throughout the essay?
- Does the essay have less than 4,000 words?

D: Presentation

- Is all the material presented in the appendices relevant and necessary?
- Have you proofread the text for spelling or grammar errors?

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 RPPF.

E: Engagement

- Have you demonstrated your engagement with your research topic and the research process?
- Have you highlighted challenges you faced and how you overcame them?
- Will the examiner get a sense of your intellectual and skills development?
- Will the examiner get a sense of your creativity and intellectual initiative?
- Will the examiner get a sense of how you responded to actions and ideas in the research process?

EXTENDED ESSAY CHECKLIST

	EXTENDED ESSAY CHECKLIST	
1	Is the essay within the limit of 4,000 words ?	
2	Is there a Table of Contents page?	
3	Are all pages numbered ?	
4	Are all diagrams, charts and graphs indexed and labeled and sources referenced where applicable?	
5	Are all necessary terms defined/explained?	
6	Have you proofread carefully ?	
7	Are all references cited consistently and correctly , both in the body of the essay as well as in the Works Cited page?	
8	Does the Works Cited page include all and only the works of reference you have consulted?	
9	Does the Works Cited page specify author(s), title, date of publication and publisher in every reference ? If it is a website have you specified, the date on which it was accessed?	
10	Does the Appendix contain only relevant information?	
11	Are all references to any Appendix clearly cross-referenced & labeled ?	
12	Is your research question /thesis reflected in the title of your EE?	
13	Is your research question/thesis stated clearly in your Introduction?	
14	Is your research question/thesis stated clearly in your Conclusion?	
15	Does your Conclusion address unresolved questions or any new questions that have emerged?	
16	Are your introduction and Conclusion titled?	
17	Is your RPPF up to date and within the word limit?	