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The IB Mission Statement and the IB Learner Profile

Based on the International Baccalaureate Extended Essay Guide, the Diploma Programme aims to develop in students the knowledge, skills and attitudes they will need to fulfill the aims of the IB, as expressed in the organization’s mission statement and the learner profile. Teaching and learning in the Diploma Programme represent the reality in daily practice of the organization educational philosophy.

The table below shows some of the links between the extended essay and the learner profile attributes. (31)

Attribute	Connection to Extended Essay
Inquirers	Through research, students demonstrate both the acquisition of skills necessary to conduct inquiry and their interest in learning.
Knowledgeable	Students acquire in-depth knowledge of their topic through exploration of current literature and/or research.
Thinkers	Students make reasoned analysis of their research topic and apply critical thinking skills in a creative way.
Communicators	Students effectively express ideas and information in an academic way.
Principled	Students exercise academic honesty in all aspects of their work, showing respect for the ideas and work of others, and caring for the welfare of subjects studied and for the environment.
Open-minded	As researchers, students will seek out and express an appropriately wide range of points of view.
Caring	By clearly demonstrating the relevance of their topic, students exhibit their personal commitment to making a difference in the lives of others.

Risk-takers	Students explore new areas or novel situations and courageously defend their positions.
Balanced	Students' understanding of the importance of intellectual development is reinforced by the research process.
Reflective	Students draw conclusions on their topic demonstrating thoughtful consideration and they have the opportunity to assess their strengths and weaknesses.

Extended Essay Basics

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

The extended essay is assessed against common criteria, interpreted in ways appropriate to each subject. (34)

Key Features of the Extended Essay

According to the “IB Extended Essay Guide,” the extended essay is compulsory for all students taking the Diploma Programme and is an option for course students.

1. A student must achieve a D grade or higher to be awarded the Diploma.
2. The extended essay is externally assessed and, in combination with the grade for theory of knowledge, contributes up to three points to the total score for the IB Diploma.
3. The extended essay process helps prepare students for success at university and in other pathways beyond the Diploma Programme.
4. When choosing a subject for the extended essay, students must consult the list of available Diploma Programme subjects published in the Diploma Programme Assessment procedures for the session in question.
5. The extended essay is a piece of independent research on a topic chosen by the student in consultation with a supervisor in the school.
6. It is presented as a formal piece of sustained academic writing containing no more than 4,000 words accompanied by a reflection form of no more than 500 words.
7. It is the result of approximately 40 hours of work by the student. (34)

How is study of the extended essay structured?

As stated by the “IB Extended Essay Guide,” students are supported by a supervision process recommended to be 3–5 hours, which includes three mandatory reflection sessions.

The third and final mandatory reflection session is the viva voce, which is a concluding interview with the supervising teacher. (34)

Nature of the Extended Essay

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

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

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

Embedded within the process of writing the extended essay are many elements of the approaches to learning (ATL). While research skills are fundamental to successful completion, other ATL skills are implicit in the task. As the extended essay is an independent task, it requires students to self-manage by developing organization and affective skills, including

mindfulness, perseverance, resilience and self-motivation. The process of researching and writing the extended essay represents the learner profile in action. Being open-minded, principled and reflective are aspects of the student experience within the extended essay. The extended essay provides students with the opportunity to become more internationally minded by engaging with the local and global communities on topics of personal inquiry. The development of the learner profile attributes help to unify IB learners in a larger community in this shared experience.

The extended essay is a challenging and rewarding experience, which prepares students for different pathways beyond the Diploma Programme by developing skills valued by both tertiary education and employers. The extended essay embodies the essence of an IB education in developing inquiring, critical, lifelong learners.(35)

Policies Relevant to the Extended Essay

According to the "IB Extended Essay Guide," all students undertaking an extended essay must be aware of and read the relevant policies related to ethical guidelines for carrying out research and those relating to academic honesty. Additionally, students must ensure that they follow the policies related to specific subject areas, such as in the sciences, psychology, and social and cultural anthropology. In the sciences, this refers specifically to the animal experimentation policy, and in psychology and social and cultural anthropology it refers to ethical guidelines for undertaking research. (36)

Ethical Guidelines for Extended Essays Research and Fieldwork

May and November 2013 examination sessions onwards

- 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. (“Ethical guidelines for extended essay research and fieldwork”)

Academic Honesty

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

According to the “IB DP Effective Citing and Referencing, “ it is expected that we appropriately acknowledge any ideas, words, or work of other people.

This means that, when creating an authentic piece of work, we are expected to:

- undertake research on what is already known
- analyse the research in the context of the work to be produced
- compare and/or contrast existing knowledge against our own findings/thoughts/opinions
- synthesize and present the document in an appropriate way for the expected audience
- acknowledge all contributing sources appropriately.

The ways in which we can acknowledge contributing sources appropriately may vary according to the type of work we produce. Sources are acknowledged differently in a press release or magazine article, in a piece of fiction, in artwork or a musical performance, a slide presentation, film clip or radio broadcast. The important, honest thing for us to do in these and other types of work is to acknowledge our sources and influences in some way. In academic writing, and in any work presented for assessment, not only is it necessary to acknowledge our sources appropriately, but it is regarded as important that the acknowledgments be made using a consistent style. The use of a style guide helps us to ensure this consistency.

When we use other people’s words, work and ideas to support our own ideas, or to demonstrate divergent opinion, it is essential that we indicate whose words and work we are using. Any reader would benefit from seeing just how the other person’s work contributes to ours.

If we fail to show that we are using someone else's words, work or ideas by not indicating that they originated with someone else, then we mislead the reader. If we give the impression that these words or ideas are our own when they are not, this is not good scholarship and, deliberate or unintentional, may be deemed as academic misconduct.

Why do we cite?

Proper citation is a key element in academic scholarship and intellectual exchange. When we cite we:

- show respect for the work of others
- help a reader to distinguish our work from the work of others who have contributed to our work
- give the reader the opportunity to check the validity of our use of other people's work
- give the reader the opportunity to follow up our references, out of interest
- show and receive proper credit for our research process
- demonstrate that we are able to use reliable sources and critically assess them to support our work
- establish the credibility and authority of our knowledge and ideas
- demonstrate that we are able to draw our own conclusions
- share the blame (if we get it wrong).

What do we cite?

As creators/authors, we are expected to acknowledge any materials or ideas that are not ours and that have been used in any way, such as quotation, paraphrase or summary. The term "materials" means written, oral or electronic products, and may include the following.

- | | | |
|-----------|-----------------|--------------|
| • Text | • Artistic | • Letters |
| • Visual | • Lectures | • Broadcasts |
| • Audio | • Interviews | • Maps |
| • Graphic | • Conversations | |

("IB DP effective citing and referencing")

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

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

Overview of the Assessment

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

(EE Guide 94)

Assessment Objectives

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

(EE Guide 38)

Assessment Criteria

Criterion A: Focus and Method

This criterion focuses on the topic, the research question and the methodology. It assesses the explanation of the focus of the research (this includes the topic and the research question), how the research will be undertaken, and how the focus is maintained throughout the essay.

Level	Descriptor of strands and indicators
0	The work does not reach a standard outlined by the descriptors 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 research question. <p>Methodology of the research is limited.</p> <ul style="list-style-type: none"> • The source(s) and/or method(s) to be used are limited in range given the topic and research question. • There is limited evidence that their selection was informed.
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 research question.

	<p>Methodology of the research is mostly complete.</p> <ul style="list-style-type: none"> • Source(s) and/or method(s) to be used are generally relevant and appropriate given the topic and research question. • There is some evidence that their selection(s) was informed. <p>If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than four marks can be awarded for this criterion.</p>
<p>5–6</p>	<p>The topic is communicated accurately and effectively.</p> <ul style="list-style-type: none"> • Identification and explanation of the research topic is effectively communicated; the purpose and focus of the research is clear and appropriate. <p>The research question is clearly stated and focused.</p> <ul style="list-style-type: none"> • The research question is clear and addresses an issue of research that is appropriately connected to the discussion in the essay. <p>Methodology of the research is complete.</p> <ul style="list-style-type: none"> • An appropriate range of relevant source(s) and/or method(s) has been selected in relation to the topic and research question. • There is evidence of effective and informed selection of sources and/or methods.

Criterion B: Knowledge and Understanding

This criterion assesses the extent to which the research relates to the subject area/discipline used to explore the research question, or in the case of the world studies extended essay, the issue addressed and the two disciplinary perspectives applied, and additionally the way in which this knowledge and understanding is demonstrated through the use of appropriate terminology and concepts.

Level	Descriptor of strands and indicators
0	The work does not reach a standard outlined by the descriptors below.
1–2	<p>Knowledge and understanding is limited.</p> <ul style="list-style-type: none"> The application of source material has limited relevance and is only partially appropriate to the research question. Knowledge of the topic/discipline(s)/issue is anecdotal, unstructured and mostly descriptive with sources not effectively being used. <p>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 application of source material is mostly relevant and appropriate to the research question. Knowledge of the topic/discipline(s)/issue is clear; there is an understanding of the sources used but their application is only partially effective. <p>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	Knowledge and understanding is excellent.

	<ul style="list-style-type: none"> The application of source materials is clearly relevant and appropriate to the research question. Knowledge of the topic/discipline(s)/issue is clear and coherent and sources are used effectively and with understanding. <p>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.
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Criterion C: Critical Thinking

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

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

	<p>If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than three marks can be awarded for this criterion.</p>
<p>4–6</p>	<p>The research is adequate.</p> <ul style="list-style-type: none"> Some research presented is appropriate and its application to support the argument is partially relevant to the research question. <p>Analysis is adequate.</p> <ul style="list-style-type: none"> There is analysis but this is only partially relevant to the research question; the inclusion of irrelevant research detracts from the quality of the argument. Any conclusions to individual points of analysis are only partially supported by the evidence. <p>Discussion/evaluation is adequate.</p> <ul style="list-style-type: none"> An argument explains the research but the reasoning contains inconsistencies. The argument may lack clarity and coherence but this does not significantly hinder understanding. Where there is a final or summative conclusion, this is only partially consistent with the arguments/evidence presented. The research has been evaluated but not critically.

<p>7–9</p>	<p>The research is good.</p> <ul style="list-style-type: none"> The majority of the research is appropriate and its application to support the argument is clearly relevant to the research question. <p>Analysis is good.</p> <ul style="list-style-type: none"> The research is analysed in a way that is clearly relevant to the research question; the inclusion of less relevant research rarely detracts from the quality of the overall analysis. Conclusions to individual points of analysis are supported by the evidence but there are some minor inconsistencies. <p>Discussion/evaluation is good.</p> <ul style="list-style-type: none"> An effective reasoned argument is developed from the research, with a conclusion supported by the evidence presented. This reasoned argument is clearly structured and coherent and supported by a final or summative conclusion; minor inconsistencies may hinder the strength of the overall argument. The research has been evaluated, and this is partially critical.
<p>10–12</p>	<p>The research is excellent.</p> <ul style="list-style-type: none"> The research is appropriate to the research question and its application to support the argument is consistently relevant. <p>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.

Criterion D: Presentation

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

Level	Descriptor of strands and indicators
0	The work does not reach a standard outlined by the descriptors below.
1–2	<p>Presentation is acceptable.</p> <ul style="list-style-type: none"> The structure of the essay is generally appropriate in terms of the expected conventions for the topic, argument and subject in which the essay is registered. Some layout considerations may be missing or applied incorrectly. Weaknesses in the structure and/or layout do not significantly impact the reading, understanding or evaluation of the extended essay.
3–4	<p>Presentation is good.</p> <ul style="list-style-type: none"> The structure of the essay clearly is appropriate in terms of the expected conventions for the topic, the argument and subject in which the essay is registered. Layout considerations are present and applied correctly. The structure and layout support the reading, understanding and evaluation of the extended essay.

Criterion E: Engagement

This criterion assesses the student's engagement with their research focus and the research process. It will be applied by the examiner at the end of the assessment of the essay, and is based solely on the candidate's reflections as detailed on the [RPPF](#), with the supervisory comments and extended essay itself as context. Only the first 500 words are assessable.

Level	Descriptor of strands and indicators
0	The work does not reach a standard outlined by the descriptors, an RPPF has not been submitted, or the RPPF has been submitted in a language other than that of the essay.

<p>1–2</p>	<p>Engagement is limited.</p> <ul style="list-style-type: none"> • Reflections on decision-making and planning are mostly descriptive. • These reflections communicate a limited degree of personal engagement with the research focus and/or research process.
<p>3–4</p>	<p>Engagement is good.</p> <ul style="list-style-type: none"> • Reflections on decision-making and planning are analytical and include reference to conceptual understanding and skill development. • These reflections communicate a moderate degree of personal engagement with the research focus and process of research, demonstrating some intellectual initiative.
<p>5–6</p>	<p>Engagement is excellent.</p> <ul style="list-style-type: none"> • Reflections on decision-making and planning are evaluative and include reference to the student’s capacity to consider actions and ideas in response to challenges experienced in the research process. • These reflections communicate a high degree of intellectual and personal engagement with the research focus and process of research, demonstrating authenticity, intellectual initiative and/or creative approach in the student voice.

(EE Guide 97-102)

Assessment Grade Descriptors for the Extended Essay

Effective May 2018

Grade Descriptors

As stated by the “IB Extended Essay Guide,” the extended essay is externally assessed, and as such, supervisors are not expected to mark the essays or arrive at a number to translate into a grade. Predicted grades for all subjects should be based on the qualitative grade descriptors for the subject in question. These descriptors are what will be used by senior examiners to set the boundaries for the extended essay in May 2018, and so schools are advised to use them in the same way.”

Grade A

Demonstrates effective research skills resulting in a well-focused and appropriate research question that can be explored within the scope of the chosen topic; effective engagement with relevant research areas, methods and sources; excellent knowledge and understanding of the topic in the wider context of the relevant discipline; the effective application of source material and correct use of subject-specific terminology and/or concepts further supporting this; consistent and relevant conclusions that are proficiently analysed; sustained reasoned argumentation supported effectively by evidence; critically evaluated research; excellent presentation of the essay, whereby coherence and consistency further supports the reading of the essay; and present and correctly applied structural and layout elements.

Engagement with the process is conceptual and personal, key decision-making during the research process is documented, and personal reflections are evidenced, including those that are forward-thinking.

Grade B

Demonstrates appropriate research skills resulting in a research question that can be explored within the scope of the chosen topic; reasonably effective engagement with relevant research areas, methods and sources; good knowledge and understanding of the topic in the wider context of the relevant discipline; a reasonably effective application of source material and use of subject-specific terminology and/or concepts; consistent conclusions that are accurately analysed; reasoned argumentation often supported by evidence; research that at times evidences critical evaluation; and a clear presentation of all structural and layout elements, which further supports the reading of the essay.

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

Grade C

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

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

Grade D

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

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

Grade E (failing condition)

Demonstrates an unclear nature of the essay; a generally unsystematic approach and resulting unfocused research question; limited engagement with limited research and sources; generally limited and only partially accurate knowledge and understanding of the topic in the wider context of the relevant discipline; ineffective connections in the application of source material and inaccuracies in the terminology and/or concepts used; a summarizing of results of research with inconsistent analysis;

an attempted outline of an argument, but one that is generally descriptive in nature; and a layout that generally lacks or incorrectly applies several layout and structural elements.

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

(103-104)

Role of the School

Based on the "IB Extended Essay Guide," it is required that the school:

- provides training sessions for supervisors run by the extended essay or Diploma Programme coordinator and/or experienced supervisors.
- facilitates special sessions for students on how to approach research for the extended essay, including use of the internet. The librarian may be best placed to do this with students.
- supports the development of courses on citing and referencing. Supervisors and students must be familiar with the IB documents on this.
- provides or recommends study skills sessions for students on note-taking and structuring essays.
- provides or recommends guidance on research methodologies relevant and appropriate to the subject (for example, questionnaire design and interview techniques).
- supports the outline of key milestones, such as internal deadlines. (44)

Role of the Extended Essay Coordinator

According to the “IB Extended Essay Guide,” it is required that the extended essay coordinator:

- ensures that extended essays conform to the regulations outlined in the Diploma Programme Assessment procedures.
- ensures that students select the subject for their extended essays from the list of available subjects for the May or November session in question (in the Diploma Programme Assessment procedures) before choosing a topic.
- ensures that each student has an appropriately qualified supervisor, who is a member of staff within the school.
- introduces, explains and supports the reflection process.
- provides supervisors and students with the general and subject-specific information and guidelines for the extended essay contained in this guide and the accompanying teacher support material.
- ensures that the Reflections on planning and progress form (RPPF) is completed and signed by the student and supervisor and submitted to the IB with the essay for assessment under criterion E by the deadline stated in the Diploma Programme Assessment procedures.
- provides exemplars of extended essays to supervisors and students.
- ensures that supervisors and students are familiar with the IB documents Academic honesty in the IB educational context and Effective citing and referencing.
- explains to students the importance of the extended essay in the overall context of the Diploma Programme, including the requirement to achieve a D grade or higher in order to be awarded the Diploma.
- explains to students that they will be expected to spend up to 40 hours on their extended essay. (45-46)

Role of the Supervisor

According to the "IB Extended Essay Guide," it is required that the supervisor:



- undertakes three mandatory reflection sessions with the student.
- ensures that students complete the Reflections on planning and progress form, and initial and date the form after each entry by the student by signing and dating each reflection and by providing comments at the end of the process. (Check the forms above.).
- provides students with advice and guidance in the skills of undertaking research.
- spends between three to five hours with each student, including the time spent on the three mandatory reflection sessions.
- advises students on the access to appropriate resources, research methods, and ways to cite and write references.
- encourages and supports students throughout the research and writing of the extended essay.
- discusses the choice of topic with each student and, in particular, helps to formulate a well-focused research question that is suitable to the subject of registration and ensures that the chosen research question satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare, and environmental issues.
- is familiar with the regulations governing the extended essay and the assessment criteria and gives copies to the students.
- monitors the progress of the extended essay and ensures that the essay is the student's own work.
- reads and comments on one draft only of the extended essay but without editing the draft; this should take place after the interim reflection session, but before the reflection session, the viva voce.
- ensures 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 subsequently.
- reads the final version and, in conjunction with the viva voce, confirms its authenticity.
- provides a supervisory comment, which is used to contextualize the student's reflections. (46-47)

Role of the Student

Based on the "IB Extended Essay Guide," it is required that the student:

- develops a Researcher's reflection space as a planning tool.
- uses the Researcher's reflection space to prepare for reflection sessions.
- shares excerpts from the Researcher's reflection space with the supervisor during the reflection sessions.
- chooses a subject, followed by a topic, and then think carefully about the research question for their essay.
- plans how, when and where they will find material and sources for their essay before deciding on the final topic and research question.
- plans a schedule for both the researching and writing of his or her extended essay, including extra time for delays and unforeseen problems.
- records sources as his or her research progresses using their Researcher's reflection space rather than trying to reconstruct a list at the end.
- makes the most of his or her supervision and reflection sessions by arriving prepared to discuss their work.
- has a clear structure for the essay before beginning to write.
- checks and proofreads the final version of his or her extended essay.
- makes sure that the version he or she submits for assessment is the final version with all sources correctly and consistently referenced.
- ensures that all requirements are met. (43,49)

Quick Glance: The Role of the Student

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

Role of the Librarian

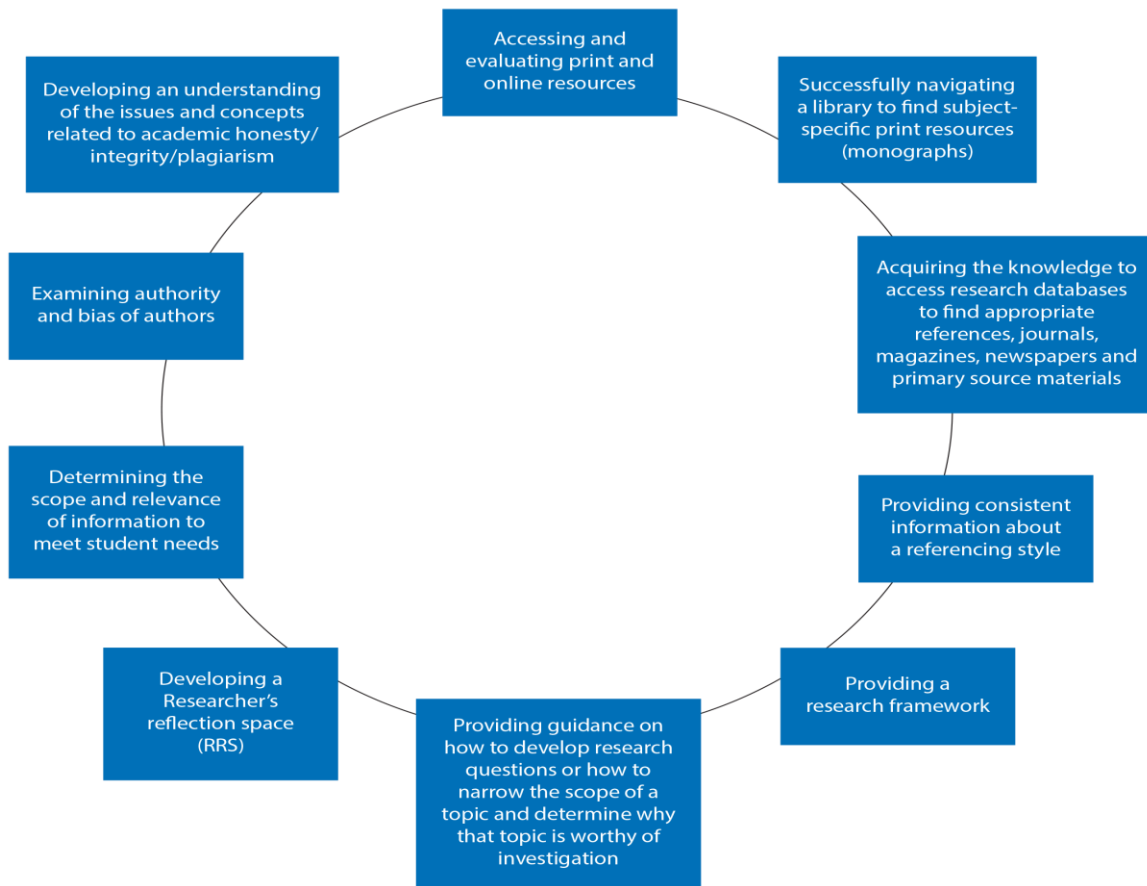
According to the “IB Extended Essay Guide,” librarians are uniquely positioned to play an important and effective role in the extended essay process. As interdisciplinary educators they are able to work across subject areas to help students become lifelong learners through inquiring, gaining and creating new knowledge, and pursuing personal interests. With the necessary educational background and training they are able to support students in the development of information literacy and research skills. Students are often overwhelmed at the amount of unfiltered information available to them, so they need to develop the skills to be able to raise questions and evaluate the authenticity, validity and reliability of sources. Utilizing the knowledge and skills of a school librarian will help students to navigate and plan their extended essay more effectively and to become independent researchers.

In order to prepare students to be successful in the extended essay process, librarians can help to lay the foundations for the development of research skills. Ideally, some of these skills will have already been developed several years before the extended essay process, thus giving students a chance to demonstrate their learning. However, in situations where the concept of research is new to students, librarians have an invaluable role to play. The school librarian can provide leadership and expertise in the selection, acquisition, evaluation, and organization of information resources and technologies in all formats, as well as expertise in the ethical use of information. These are all important concepts and practices students need to understand.

Support for the Extended Essay

One of the best resources any school has to support the extended essay is the school library and librarian. In order to support the extended essay, a school may decide that the librarian is best placed to provide training in some of the fundamental research and information literacy skills. Working closely with Diploma Programme/extended essay coordinator and supervisors, librarians can provide important and additional support in the development of these skills.(51)

These skills can include:



(EE Guide 51)

Reflection in the Extended Essay

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

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

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

These skills may include:

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

Reflection must be documented on the Reflections on planning and progress form and is explicitly assessed under assessment criterion E (engagement). (40)

Extended Essay Schedule (2023-2025)

- January 2024** Extended Essay Coordinator Requirements Introduction
- February, 2024** Extended Essay Topic and then relate it to Subjects
- March, 2024** Extended Essay Proposal (beginning of the month)
- March, 2024** Extended Essay Specific Subject Supervisor Requirements Presentations
- April, 2024** First Check-in Meeting
- May, 2024** Outline Submission to TOK for Revision
- May 2024** Outline Submission to Supervisor (beginning of the month)
- May, 2024** Second Check-in Meeting with Supervisor

June- July- August

Work on the Extended Essay during the summer vacation.

- September 2024** Submit first draft to the supervisor.
- October 2024** Third Meeting with the supervisor to get feedback on first draft (Formal Reflection Meeting)
- November 2024** Submit second draft to the supervisor. (Second Formal Reflection/Meeting- Detailed Feedback)
- December, 2024** Third Check-in Meeting
- December, 2024** Extended Essay Café (Parents will be invited.)

Work during the winter vacation to finalize the extended essay.

- January, 2025** Extended Essay Final Copy Due Date
- January Weeks 3 and 4** Viva Voce (Third Student Reflection and Teacher’s Reflection Form Completion)

ASSIGNMENT 1: EXTENDED ESSAY Requirements Introduction

Due Date: January, 2024

The Extended Essay Coordinator will explain to the students the general requirements of the Extended Essay and will go over the schedule and the required policies such as the ethical policy and the Academic Honesty Policy . Moreover, the EE coordinator will introduce the RRS (Reflection Researcher’s Space) on Managebac.

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ASSIGNMENT 2: EXTENDED ESSAY SUBJECTS

Due Date: February, 2024

1) From the list below, circle the two subjects that most interest you.

You must have background knowledge about the subject.

- Language A-English
- Language A-Arabic
- Chemistry
- Physics
- Biology
- Mathematics
- Psychology
- Business Management
- Economics
- World Studies

What to do next?

Decide on the subject of your extended essay.

Begin to research.

ASSIGNMENT 3: EXTENDED ESSAY PROPOSAL

Due Date: March, 2024

You must complete a proposal for your extended essay.

(See appendix A.)

What to do next?

Read the IB Guide on the Extended Essay carefully.

ASSIGNMENT 4:

Due Date: March, 2024

The IB Coordinator will allocate an Extended Essay Supervisor.

The students will get to know the supervisor.

The supervisor will offer his or her subject-specific guidance by going over all the requirements such as choosing the topic, researching, writing the essay, and interpreting the assessment criteria to all the students.

At that time, students should have submitted the topic to the EE coordinator and gotten the approval.

ASSIGNMENT 5: FIRST SUPERVISOR MEETING/Check-in Meeting

Meet with your supervisor by: April, 2024.

Purpose: discussion of research question and essay research plan

According to the IB Extended Essay Guide, "Supervision time may consist of an occasional 10-minute check-in to discuss a timeline or clarification of a comment made by the supervisor. It may also include a more lengthy discussion about particular issues, for example, regarding access to resources." (EE Guide 58)

In April, conduct more research and follow the research plan set by your supervisor.

Discuss the topic and research question with the librarian and check what resources (Books and Periodicals) she has in order to help with your research.

Periodicals and software that are found in the library are:

1. Harper's
2. Scientific American
3. Foreign Affairs
4. Psychology Today
5. Discover
6. Time Magazine
7. Jstor
8. Britannica Online

Go to the USEK Library to research and find more resources.

ASSIGNMENT 6: EXTENDED ESSAY OUTLINE

Due Date: May, 2024

May In order to ensure that your extended essay is written in an organized, logical, structured, and systematic manner, you are required to complete an outline for your extended essay. By this time you have had sufficient time to develop your research question and should have found and started reading your sources.

This assignment is due on May, 2024.

a. Bring your completed outline to TOK on May, 2024.

b. You also need to bring the outline to your supervisor meeting on May 13.

The outline, as Michelle Clerk stated, must be divided into sections. It should be 3-4 pages typed, single-spaced.

For each section, you must incorporate answering the following questions into your outline. Use proper outline notation.

I. Introduction

- A. What is your research question?
- B. Why is the research question significant and worthy of study?
- C. What is your thesis?
- D. What is your game plan for the rest of the essay?

II. Body

- A. What background information is needed in order to understand your research question and thesis?
- B. What are the distinct elements of your thesis? How can the thesis be divided and broken down into parts?
- C. What are the central arguments you will make to defend your thesis?
- D. What are the topical subsections of your body? Outline each subsection of the body.
- E. How does each subsection build upon the previous subsection and lead up to the next? How does each subsection contribute to the defense of your thesis?
- F. What evidence will you present to support your arguments and thesis?
- G. What are the key sources? How will you integrate the evaluation of your sources into the body?
- H. How will you integrate critical analysis into your body?

III. Conclusion

- A. How have you sufficiently answered the research question and defended your thesis?
- B. What are the major strengths of your thesis and your analysis and defense of it in your essay?
- C. What could you have done better in this essay? Evaluate your work critically.
- D. What are the new questions and unresolved questions, which have arisen from your research and analysis?

IV. Bibliography” (“Extended Essay Guide”)

ASSIGNMENT 6: SECOND SUPERVISOR MEETING/ Check-in Meeting

Meet with your supervisor by: May, 2024

Purpose: Discussion of the Student's Outline

ASSIGNMENT 7: FIRST DRAFT

Due Date: September, 2024

Your first draft should be substantial and should include all the main parts of the paper.

Based on the IB Extended Essay Guide, there are "six required elements of the extended essay:

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

Title Page

The title page should include only the following information:

1. the title of the essay
2. the research question
3. the subject for which the essay is registered (if it is a language essay also state which category it falls into; if a world studies essay also state the theme and the two subjects utilized)
4. 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.

AN IMPORTANT NOTE:

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

Contents Page

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

Introduction

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

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

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

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

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

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

Conclusion

The conclusion says what has been achieved, including notes of any limitations and any questions that have not been resolved. While students might draw conclusions throughout the essay based on their findings, it is important that there is a final, summative conclusion at the end. This conclusion(s) must relate to the research question posed.” (EE Guide 79-81)

ASSIGNMENT 8: THIRD SUPERVISOR MEETING/Formal Reflection Meeting

Meet with your supervisor by: October, 2024.

Purpose: Get feedback from supervisor on first draft.

Remark

This initial reflection session should be a dialogue between the student and the supervisor based on the student's explorations. Following the first session, the student is required to complete the first student comment section of the reflections on planning and progress form (See appendix B.) and submit it to his or her supervisor who must then sign and date the form.

ASSIGNMENT 9: SECOND DRAFT/ Second Formal Reflection meeting/Detailed Feedback

Due Date: November, 2024

Your second draft should be a substantial revision of your first draft; your revisions should reflect your supervisor's comments. It should be polished and error-free, as though you were ready to submit it to I.B. today. This is the LAST revision of the paper that your supervisor is allowed to view and discuss with you.

Your references and bibliography should be added.

Read your entire extended essay and make sure your citations are in the proper format and style. (MLA Style- Refer to the school's website to check how to write the in-text citations and works cited: www.lwis-ais.edu.lb)

References and Bibliography

Based on the IB Extended Essay Guide, "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." (EE Guide 81)

Remark

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

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 his or her supervisor who must then sign and date the form.

ASSIGNMENT 10: THIRD SUPERVISOR MEETING/Check-in Meeting

Meet with your supervisor by: December, 2024

Purpose: Get feedback on second draft and revise for final paper.

The draft will be returned to the students with comments. The student will make the final refinements and corrections.

Based on the IB Extended Essay Guide 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.” (EE Guide 82)

ASSIGNMENT 11: FINISHED PAPER/ Final Copy of EE Due/ Submit hard and electronic copy.

Due Date: January, 2021

Your **“finished paper”** is the extended essay that you are submitting for I.B. evaluation. It should include everything that I.B. requires, as extensively outlined in your Extended Essay Research Guide.

The basic sections required for final submission are listed below:

- Title Page
- Contents Page
- Introduction
- Body (development/methods/results)
- Conclusion
- References/Bibliography

Remember, the upper limit is 4,000 words for all extended essays. This includes the

Introduction, the body, the conclusion and any quotations, but does not include:

- Acknowledgments
- Contents Page
- Maps, Charts, Diagrams, Annotated Illustrations and Tables
- Equations, Formulas and Calculations
- Citations/References (whether parenthetical or numbered)
- Footnotes or Endnotes
- Bibliography
- Appendices

Remark

It is important to note that the student must not be allowed to make any changes to his or her extended essay after this meeting. Once he or she has submitted the essay as final to his or her supervisor, it is the supervisor’s responsibility to ensure the changes are not made.

ASSIGNMENT 12: VIVA VOCE, FINAL INTERVIEW/Third Reflection Meeting

Due Date: Check the Viva Voce Schedule (January- Weeks 3 and 4)

The Viva Voce is a short interview between the student and the supervisor. It serves the following purposes:

A check on plagiarism and malpractice in general (Some of this has already been accomplished via www.turnitin.com and during a citation check.)

According to Michel Clark Extended Essay Guide, the viva voce is “an opportunity to reflect on successes and difficulties in the research process

An opportunity to reflect on what has been learned

“we measure success one happy learner at a time”

An aid to the supervisor's report

The Viva Voce should last between 20 and 30 minutes. This is included in the recommended amount of time the supervisor should spend with the student. These are questions that can be asked, which should be adapted to the particular essay and student:

1. I am not clear what you mean on page X. Could you explain a little more about what this tells us?
2. What have been the high and the low points of the research and writing process?
3. What were the most interesting aspects of the process? Did you discover anything that surprised you?
4. What have you learned through writing this essay? Is there any advice you would want to pass on to someone just starting out on an extended essay?
5. Is there anything else that you would particularly like me to mention in my report?

In conducting the Viva Voce and writing the report, supervisors should consider the following.

6. Examiners want to know that students understand any material (which must be properly referenced) that they have included in their essays. This is particularly important in subjects like mathematics. If the context that the material is used in the essay does not clearly establish this, the supervisor can check the student's understanding in the Viva Voce and report on it.
7. Minor slips in citation and referencing may lose the odd mark. If there appear to be major shortcomings, the supervisor should investigate thoroughly. No essay should be authenticated if the supervisor believes it contains plagiarism.
8. The report 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.
9. Unless there are particular problems, the Viva Voce should end positively.

Completion of a major piece of work such as the extended essay is something for the students to feel good about." ("Michel Clark Extended Essay Guide")

Remark

Following this final session, the student is required to complete the last student comment section of the reflections on planning and progress form, sign and date it, submit it to his or her supervisor, who must then add his or her comments, sign, and date the form. The supervisor must then upload the form on Managebac, confirm the authenticity of both the form and the essay, and submit them to the IB for assessment as one portfolio.

A blank or unsubmitted RPPF will score 0 on criterion E.

Works Cited

Clark, Michele. "Extended Essay Guide." micheleclark.org/.../ExtendedEssayGuide/ExtendedEssayResearchGuideWordDocument.

International Baccalaureate. "Extended Essay Guide." International Baccalaureate Organization, 2018.

International Baccalaureate. "Extended Essay Guide." Ibo, resources.ibo.org/dp/subject-group/Extended-essay-first-assessment-2018

Appendix A

Extended Essay Topic Proposal

Student's Name	
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Subject Area of Your Extended Essay	
Potential Topic Area	1. 2. 3.
Potential Supervisor's Name	

