The EE at a glance

The EE is the centrepiece of the IB Diploma Programme. It is an integral and valuable learning experience for all Diploma Programme students.

The aims of the EE are for students to:

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

Choice of topic

The EE is an in-depth study of a focused topic. Students choose their topic from the list of available Diploma Programme subjects for the session in question. This is normally one of the student’s six chosen subjects. It may also be a subject that a course candidate has a background in.

Skills—research, writing, reflection

The EE gives students the opportunity to research a topic of their own choice, under the guidance of a supervisor.

Students then undertake a major piece of formally presented, structured writing. They communicate their ideas and findings in a reasoned and coherent manner, appropriate to the subject chosen.

All students are required to undertake three reflection sessions with their supervisor. The third is a short, concluding interview, or viva voce, following the completion of the essay.

Key features of the EE

- The EE is compulsory for all students taking the Diploma.
- A student must achieve a D grade or higher to be awarded the Diploma.
- The EE is externally assessed. Together with the grade for Theory of Knowledge, it contributes up to three points to the total score for the diploma.
- The EE process helps prepare students for university and other pathways beyond the Diploma Programme.
- The EE is a piece of independent research on a topic chosen by the student in consultation with a supervisor in the school.
- It is presented as a formal piece of sustained academic writing (4,000 words maximum) accompanied by a reflection form (500 words maximum).
- It is the result of approximately 40 hours of work by the student.
- Students are supported by a supervision process recommended to last three to five hours in total, 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 after the essay is completed.
The student

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

Students are strongly recommended to:

- develop a Researcher’s reflection space as a planning tool
- use the Researcher’s reflection space to prepare for reflection sessions
- share excerpts from the Researcher’s reflection space with the supervisor during the reflection sessions
- choose a subject, followed by a topic, and then think carefully about the research question for their essay
- plan how, when and where they will find material and sources for their essay before deciding on the final topic and research question
- plan a schedule for both the researching and writing of their extended essay, including extra time for delays and unforeseen problems
- record sources as their research progresses using their Researcher’s reflection space rather than trying to reconstruct a list at the end
- make the most of their supervision and reflection sessions by arriving prepared to discuss their work
- have a clear structure for the essay before beginning to write
- check and proofread the final version of their extended essay
- make sure that the version they submit for assessment is the final version with all sources correctly and consistently referenced
- ensure that all requirements are met.

Quick glance: the role of the student

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

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

- record their reflections
- respond to artifacts, such as photos, newspaper clippings, other resources
- respond to prompts and questions that may arise in the students’ subject areas, TOK classes or other aspects of the Diploma Programme
- create Mind Maps®;
- record emerging questions.

Many students keep research journals in the planning, researching and writing phases of their EE.

Reflecting throughout the research process

Reflection is a continual process. If you are constantly considering the decisions you are making in the extended essay (EE) process, you are better able to avoid the common pitfalls of independent research. Reflection also helps you to monitor your progress.

The following table identifies three stages in the review process and the kinds of questions you can usefully consider at each.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Types of questions you may ask yourself</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial: Planning stages</td>
<td>• What am I interested in researching and why?</td>
</tr>
<tr>
<td></td>
<td>• What are my motivations for undertaking research in this area?</td>
</tr>
<tr>
<td></td>
<td>• How will I begin the research process?</td>
</tr>
<tr>
<td></td>
<td>• Is my chosen topic appropriate for the subject I have chosen to complete it in?</td>
</tr>
<tr>
<td></td>
<td>• Do I have sufficient knowledge of the subject area to fulfill the criteria of an EE?</td>
</tr>
<tr>
<td></td>
<td>• What possible question(s) might I research?</td>
</tr>
<tr>
<td></td>
<td>• How might I go about undertaking this research?</td>
</tr>
<tr>
<td></td>
<td>• Do I have access to appropriate sources?</td>
</tr>
<tr>
<td></td>
<td>• Are my chosen research methods appropriate for the subject I have chosen to complete it in?</td>
</tr>
<tr>
<td></td>
<td>• Are there any ethical issues I need to consider before pursuing this area of research?</td>
</tr>
<tr>
<td></td>
<td>• Is there sufficient focus to my research area?</td>
</tr>
<tr>
<td>Background reading stage</td>
<td>• What have I learned about my subject area so far?</td>
</tr>
<tr>
<td></td>
<td>• What questions are emerging? Are these similar or different to my initial questions?</td>
</tr>
<tr>
<td></td>
<td>• Given the initial reading I have undertaken on the subject, is my research question appropriate for the subject I am submitting my EE in?</td>
</tr>
<tr>
<td></td>
<td>• Is my research question manageable within the word limit of the EE?</td>
</tr>
<tr>
<td></td>
<td>• Will my research question allow me to think critically about the topic I am researching?</td>
</tr>
<tr>
<td></td>
<td>If it suggests a descriptive response, how might I need to change it to allow for more critical thinking?</td>
</tr>
<tr>
<td></td>
<td>• Are there any challenges that I need to overcome in order to achieve my desired outcomes?</td>
</tr>
</tbody>
</table>
| Interim: Writing stage | - Do I have sufficient data/information to begin formulating an argument?  
- If I do not have sufficient data/information, how will I go about resolving this? Can it be resolved?  
- To what extent does the data/information I have relate to my proposed research question?  
- Given the data/information I have collected, do I need to reformulate my research question?  
- Has the data/information collected taken me in an unexpected direction?  
- Do I want to change course now? Is it too late?  
- Are there still questions/issues that I am unclear how to resolve?  
- Am I keeping to a schedule with the writing process? |
| Final: Writing stage | - Do I have a reasoned argument that can be sustained throughout the essay?  
- Am I able to make coherent links between different points made and the evidence presented?  
- To what extent have I answered my research question?  
- What reasons may have affected my ability to answer my research question?  
- If I have been selective in the evidence presented in my essay, can I justify my choices?  
- Is there a clear summative conclusion, and does this reflect the discussion that has taken place?  
- To what extent do I think I have fulfilled the expectations of the extended essay as a task?  
- Has my research resulted in me changing my perspective or views on the topic in question?  
- What strategies have I employed that have worked particularly well at this stage of the process? |
| Viva voce | - To what extent has my thinking been confirmed or changed about my chosen topic as a result of my research?  
- What strategies did I employ that proved particularly effective in the research process?  
- What skills have I developed and how might these be useful in the future?  
- What improvements might I suggest to my own working practices?  
- How might different research strategies have impacted my outcomes?  
- What did I learn about myself as a learner in this process? |
The student–supervisor relationship

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

<table>
<thead>
<tr>
<th>Reflection session</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>The first reflection session</td>
<td>Students are encouraged to include in their RRS examples of initial topic exploration, possible sources and methods, preliminary research questions and their personal reactions to the issues. In attending their first reflection session with their supervisor, students can use notes made in the RRS as the basis for discussion as well as to demonstrate the progress students have made in the research process.</td>
</tr>
<tr>
<td>The interim reflection session</td>
<td>As their RRS develops, students can demonstrate the progress of their thinking, the development of their argument and raise any questions they may have with their supervisor. At this stage the RRS may include reactions to readings, progress in the timeline for completion of the extended essay, a possible outline of arguments, setbacks encountered and the strategies used to overcome them.</td>
</tr>
<tr>
<td>The final reflection session—viva voce</td>
<td>During the <em>viva voce</em>, which takes place at the completion of the extended essay process, the RRS can form the basis for discussion about the process of completing the essay. Students can show what they have learned about the topic, the research process followed, their own learning, as well as outlining new questions they have uncovered. Most importantly, during the <em>viva voce</em> the RRS may help to highlight the personal significance of the work to the student and ultimately contribute to the supervisor’s report.</td>
</tr>
</tbody>
</table>
Initial reflection session takes place.

Student is given a fixed time period in which to complete their first reflection comment. This time period should be short in order to authentically reflect the discussion that has taken place.

Supervisor date stamps and signs to authenticate the student comment. If the forms are stored electronically an electronic signature is permissible.

Interim reflection session takes place.

Student is given a fixed time period in which to complete their second reflection comment. This time period should be short in order to authentically reflect the discussion that has taken place.

Supervisor date stamps and signs to authenticate the student comment. If the forms are stored electronically an electronic signature is permissible.

Student submits to the supervisor the completed, final version of their extended essay, ready for submission to the IB. Once this is done, the essay is no longer available to the students and no changes are permitted. The supervisor is responsible for ensuring that no changes are made after that point if the school allows candidate uploads.

The supervisor reads the essay and then arranges for the final reflection session, the viva voce, to take place.

The viva voce takes place.

Students complete their RPPF by adding their final summative comments, sign and date the form before passing it to their supervisor.

The supervisor uploads the form on behalf of the student into the e-coursework system and adds their summative comment.

The supervisor then submits both the mandatory items—the essay and the RPPF—to the IB for assessment as one portfolio.

Failure to complete or sign the Reflections on planning and progress form may result in:

- a delay in a grade being issued for the extended essay
- criterion E (engagement) being compromised; in other words, the examiner may not be able to apply criterion E due to missing or insufficient information
Reflective project - Reflections on planning and progress

The completion of this form is a mandatory requirement of the Reflective Project from first assessment May 2018. It must be uploaded together with the completed Reflective Project for assessment under criterion E.

**Candidate:** This form records reflections on your planning and progress, and the nature of your discussions with your supervisor. You must undertake three formal meetings with your supervisor. These meetings will inform each of your reflections below.

The first formal meeting should focus on your initial ideas and how you plan to undertake your research; the interim meeting is once a significant amount of your research has been completed, and the final meeting once you have completed and handed in your reflective project.

After each formal meeting you must record your reflections on this form and your supervisor must sign and date each reflection. This form acts as a record in supporting the authenticity of your work. Please refer to assessment criterion E in the reflective project guide when completing this form.

The three reflections combined must amount to no more than 1000 words.

**Supervisor:** You must have at least three meetings with each candidate, one early on in the process, an interim meeting and then the final meeting. Other meetings are permitted but do not need to be recorded on this sheet. After each formal meeting candidates must record their reflections and as the supervisor you must sign and date this form.

First reflection

Candidate reflections:

Date:                      Supervisor initials:
Interim reflection
Candidate reflections:

Date: ___________________________  Supervisor Initials: ___________________________

Final reflection
Candidate reflections:

Date: ___________________________  Supervisor Initials: ___________________________
Exemplar 1: Studies in language and literature

REFLECTIONS ON PLANNING AND PROGRESS

<table>
<thead>
<tr>
<th>Supervisor name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate session number</td>
</tr>
<tr>
<td>Candidate name</td>
</tr>
<tr>
<td>School number</td>
</tr>
<tr>
<td>School name</td>
</tr>
<tr>
<td>Examination session (May or November)</td>
</tr>
</tbody>
</table>

**Candidate:** From May 2018, please refer to the Extended essay student guide when completing this form. This form is to be completed by the candidate during the course and completion of their EE. This document records reflections on your planning and progress, and the nature of your discussions with your supervisor. You must undertake three formal reflection sessions with your supervisor: the first formal reflection session should focus on your initial ideas and how you plan to undertake your research; the interim reflection session is once a significant amount of your research has been completed; and the final session will be in the form of a viva voce once you have completed and handed in your EE. This document acts as a record in supporting the authenticity of your work.

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

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

<table>
<thead>
<tr>
<th>Reflections on planning and progress</th>
<th>Candidate comments</th>
<th>Date</th>
<th>Supervisor signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>First reflection session</td>
<td>I wanted to research men and women’s gender roles as dictated by the media in the West and the Middle East. I had started to look at magazines and analyse language as well as images in order to draw conclusions and compare the views of different societies. Before I went any further, my mentor said my topic was too wide and suggested I stick to four magazines, two from each region, and two to three texts from each. This seems a better plan.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Interim reflection

I have chosen my magazines and sent for the Emirati ones, and done some more research. My initial ideas have been slightly transformed with regard to the scope, but in turn have become much more focused. I now have the RQ “To what extent do women's magazines in the UAE and USA promote traditional gender roles towards females?” In our meeting my supervisor reminded me that “text” for Category 3 essays refers to images as well, but that I shouldn’t just rely on the magazine titles and cover images as sources. I need to check the Language and literature syllabus guide before I go any further, and make further changes to make my ideas more focused and sensible.

### Final reflection: viva voce

I think a big part of my EE process was acquiring magazines from the UAE. It seemed so simple in the initial planning stages—call up my uncle and have two shipped. Unfortunately, it was really hard to find a men’s magazine written and published in the UAE that wasn’t focused on sports or business. I had to cut out the whole idea of working with men’s magazines and base my entire essay on women’s magazines. By the end, I was glad I narrowed it down: I was able to expand more on texts from the women’s magazines, rather than cramming in too much information.

The high points of the research and writing process were definitely the beginning and end, for me. In the beginning, I had such big ideas and goals for my EE, but I had to cut out a lot of them because I just didn’t have access to the sources. Having to completely revise ideas was one of my low points because I felt like I would lose all my initial ideas in the revising process and have to go ahead with something less personally interesting and relevant. The next high point, however, was when I came close to the end of the process; I learned there was a way to keep some of my ideas and pick out the ones that I couldn’t actually do. By mixing them together with some fresh ideas, I think I came out with something just as interesting!

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**Supervisor’s comments:**

I thought A’s topic was quite unique. Her original idea was to get the actual magazines from the Middle East, but that proved a lot harder than it seemed at first. She even went so far as to contact the Arab-American Museum in D—to see if they had any copies she could work with. While their library had a substantial collection, it wasn’t quite what she was looking for. A met all of our internal deadlines, actively worked on her EE during the summer, learned a lot through the research process and was excited about her writing. I think she really enjoyed the topic she came up with. Her research question went through a lot of revisions once she had gathered all her research. I thought it was interesting that she brought a little bit of mathematics into the process, analysing her data. I enjoyed working with A during this extended essay process.
# Initial Guidance on Research and Writing

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Choose an available Diploma Programme subject for the extended essay for the session in question (subject to any restrictions imposed by the school).</td>
</tr>
<tr>
<td>2</td>
<td>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.</td>
</tr>
<tr>
<td>3</td>
<td>Set up the Researcher's reflection space (RRS) and use this as the key planning and reflection tool for the extended essay process.</td>
</tr>
<tr>
<td>4</td>
<td>Choose a topic and undertake some background reading on it.</td>
</tr>
<tr>
<td>5</td>
<td>Formulate a preliminary research question. Try to incorporate an IB command term in the research question if possible.</td>
</tr>
<tr>
<td>6</td>
<td>Draw up an outline plan for the research and writing process. This should include a timeline.</td>
</tr>
<tr>
<td>7</td>
<td>Begin to identify how and where they will gather source material for their research.</td>
</tr>
<tr>
<td>8</td>
<td>Identify which system of academic referencing they will use, ensuring that this meets the minimum requirements for the IB.</td>
</tr>
<tr>
<td>9</td>
<td>Set deadlines for themselves that are realistic and take into consideration the school's own internal deadlines.</td>
</tr>
<tr>
<td>10</td>
<td>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.</td>
</tr>
<tr>
<td>11</td>
<td>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.</td>
</tr>
<tr>
<td>12</td>
<td>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.</td>
</tr>
</tbody>
</table>
Writing the extended essay

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

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

The title page should include only the following information:

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

An important note:

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

The title

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

<table>
<thead>
<tr>
<th>Title</th>
<th>Research question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative externalities of consumption: Australian policy on cigarette packaging</td>
<td>How effective has the Australian policy of plain cigarette packaging been in reducing the negative externalities associated with the consumption of cigarettes in X?</td>
</tr>
<tr>
<td>Commodification and the body—an ethnographic study of social representations about the human body with relation to organ donation</td>
<td>To what extent can we interpret the negative attitude from laymen towards organ donation as an act of resistance towards the demands of the hegemonic medical model? The case of organ donation in Argentina.</td>
</tr>
<tr>
<td>An exploration of evil as a motivating force in drama</td>
<td>How effectively does Christopher Marlowe present his view of evil in Dr Faustus?</td>
</tr>
<tr>
<td>The feasibility of wireless networking in a city-wide context</td>
<td>To what extent is wireless networking a feasible alternative to cabled networking within a whole-city context?</td>
</tr>
</tbody>
</table>

Contents page

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

Introduction

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

While students should have a sense of the direction and key focus of their essay, it is sometimes advisable to finalize the introduction once the body of the essay is complete.
Body of the essay (research, analysis, discussion and evaluation)

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

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

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

Conclusion

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

References and bibliography

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

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

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

To help achieve this, the following formatting is required:

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Included in the word count</th>
<th>Not included in the word count</th>
</tr>
</thead>
<tbody>
<tr>
<td>The introduction</td>
<td>The contents page</td>
</tr>
<tr>
<td>The main body</td>
<td>Maps, charts, diagrams, annotated illustrations</td>
</tr>
<tr>
<td>The conclusion</td>
<td>Tables</td>
</tr>
<tr>
<td>Quotations</td>
<td>Equations, formulas and calculations</td>
</tr>
<tr>
<td>Footnotes and/or endnotes that are not references</td>
<td>Citations/References (whether parenthetical, numbered, footnotes or endnotes)</td>
</tr>
<tr>
<td></td>
<td>The bibliography</td>
</tr>
<tr>
<td></td>
<td>The Reflections on planning and progress form</td>
</tr>
</tbody>
</table>

Please refer to the document entitled Diploma Programme assessment: Principles and practice for further clarification of word count requirements.

A note for students writing in Chinese and Japanese:

Students writing their extended essay in Japanese or Chinese should use the following conversions.

- Japanese: 1 word = approximately 2 Japanese characters (upper limit 8,000 characters)
- Chinese: 1 word = approximately 1.2 Chinese characters (upper limit 4,800 characters)
Illustrations

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

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

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

Tables

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

Footnotes and endnotes

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

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

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

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

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

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

Specimen materials

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

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

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

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

For further information, see Academic honesty in the IB educational context and Effective citing and referencing.

Bibliography

A bibliography is an alphabetical list of every source used to research and write the essay. Sources that are not cited in the body of the essay but were important in informing the approach taken should be cited in the introduction or in an acknowledgment. The bibliography must list only those sources cited.

Citations

A citation is a shorthand method of making a reference in the body of an essay, either as an in-text citation or footnote/endnote. This must then be linked to the full reference at the end of the essay in the bibliography. A citation provides the reader with accurate references so that he or she can locate the source easily. How sources are cited varies with the particular referencing style that has been chosen. Page numbers should normally be given when referencing printed material and this is especially so in the case of direct quotations. For some styles this will also be in the citation, in others in the full reference. Once again, it is important to emphasize that there must be consistency of method when citing sources.
Referencing

A reference is a way of indicating to the reader, in an orderly form, where information has been obtained. A reference provides all the information needed to find the source material. References must be cited because they acknowledge the sources used, and enable the reader to consult the work and verify the data that has been presented.

References must be given whenever someone else's work is quoted or summarized. References can come from many different sources, including books, magazines, journals, newspapers, emails, Internet sites and interviews.

There are a number of different styles available for use when writing research papers; most are appropriate in some academic disciplines but not others. The supervisor or school librarian should help the student decide on a style for the particular subject of the essay. It is important to remember that whatever style is chosen, it must be applied consistently and in line with the IB's minimum requirements. When choosing the style, the student needs to have a clear understanding of how it is to be used before embarking on the research task. The style should be applied in both the final draft of the essay and in the initial research stages of taking notes. This is good practice, not only for producing a high-quality final product, but also for reducing the opportunities and temptation to plagiarize.

The IB's minimum requirements include:

- name of author
- date of publication
- title of source
- page numbers (print sources only)
- date of access (electronic sources only).

Any references to interviews should state the name of the interviewer, the name of the interviewee, the date and the place of the interview.

For more detailed information on styles for citations and referencing please refer to the IB document *Effective citing and referencing*.

Referencing online materials

References to online materials should include the title of the extract used as well as the website address, the date it was accessed and, if possible, the author. With regard to electronic sources, the requirement of the IB for date stamping supersedes the requirements of the chosen referencing system. In other words, all electronic sources must be date stamped by including the date the student accessed the resource (for example, accessed 12 March 2016). Caution should be exercised with information found on websites that do not give references or that cannot be cross-checked against other sources. The more important a particular point is to the essay, the more the quality of its source needs to be evaluated.
Overview of the assessment criteria for the extended essay

Overview

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<td>Methodology</td>
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<td>6</td>
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<td>12</td>
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Total marks available: 34
## 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.

<table>
<thead>
<tr>
<th>Level</th>
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<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard outlined by the descriptors below.</td>
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</tbody>
</table>
| 1–2   | The topic is communicated unclearly and incompletely.  
- 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.  
The research question is stated but not clearly expressed or too broad.  
- 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.  
Methodology of the research is limited.  
- 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   | The topic is communicated.  
- Identification and explanation of the research topic is communicated; the purpose and focus of the research is adequately clear, but only partially appropriate.  
The research question is clearly stated but only partially focused.  
- The research question is clear but the discussion in the essay is only partially focused and connected to the research question.  
Methodology of the research is mostly complete.  
- 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.  
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. |
| 5–6   | The topic is communicated accurately and effectively.  
- Identification and explanation of the research topic is effectively communicated; the purpose and focus of the research is clear and appropriate.  
The research question is clearly stated and focused.  
- The research question is clear and addresses an issue of research that is appropriately connected to the discussion in the essay.  
Methodology of the research is complete.  
- An appropriate range of relevant source(s) and/or method(s) have been applied in relation to the topic and research question.  
- There is evidence of effective and informed selection of sources and/or methods. |
**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.

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<tr>
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</table>
| 1–2   | Knowledge and understanding is limited.  
      | • The selection of source material has limited relevance and is only partially appropriate to the research question.  
      | • Knowledge of the topic/discipline(s)/issue is anecdotal, unstructured and mostly descriptive with sources not effectively being used.  
      | Use of terminology and concepts is unclear and limited.  
      | • Subject-specific terminology and/or concepts are either missing or inaccurate, demonstrating limited knowledge and understanding. |
| 3–4   | Knowledge and understanding is good.  
      | • The selection of source material is mostly relevant and appropriate to the research question.  
      | • Knowledge of the topic/discipline(s)/issue is clear; there is an understanding of the sources used but their application is only partially effective.  
      | Use of terminology and concepts is adequate.  
      | • The use of subject-specific terminology and concepts is mostly accurate, demonstrating an appropriate level of knowledge and understanding.  
      | 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. |
| 5–6   | Knowledge and understanding is excellent.  
      | • The selection of source materials is clearly relevant and appropriate to the research question.  
      | • Knowledge of the topic/discipline(s)/issue is clear and coherent and sources are used effectively and with understanding.  
      | Use of terminology and concepts is good.  
      | • The use of subject-specific terminology and concepts is accurate and consistent, demonstrating effective knowledge and understanding. |

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

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</table>
| 1–3   | The research is limited.  
      | • The research presented is limited and its application is not clearly relevant to the RQ.  
      | Analysis is limited.  
      | • There is limited analysis.  
      | • Where there are conclusions to individual points of analysis these are limited and not consistent with the evidence.  
      | Discussion/evaluation is limited.  
<pre><code>  | • An argument is outlined but this is limited, incomplete, descriptive or narrative in nature. |
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<tr>
<th>Score Range</th>
<th>Description</th>
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| 4–6         | The research is adequate.  
  - Some research presented is appropriate and its application is partially relevant to the Research question.  
  **Analysis is adequate.**  
  - 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.  
  **Discussion/evaluation** is adequate.  
  - An argument explains the research **but** the reasoning contains inconsistencies.  
  - The argument may lack clarity and coherence but this does not significantly hinder understanding.  
  - Where there is a final or summative conclusion, this is only partially consistent with the arguments/evidence presented.  
  - The research has been evaluated but not critically. |
| 7–9         | The research is good.  
  - The majority of the research is appropriate and its application is clearly relevant to the research question.  
  **Analysis is good.**  
  - 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.  
  **Discussion/evaluation** is good.  
  - An effective reasoned argument is developed from the research, with a conclusion supported by the evidence presented.  
  - This reasoned argument is clearly structured and coherent and supported by a final or summative conclusion; minor inconsistencies may hinder the strength of the overall argument.  
  - The research has been evaluated, and this is partially critical. |
| 10–12       | The research is excellent.  
  - The research is appropriate to the research question and its application is consistently relevant.  
  **Analysis is excellent.**  
  - 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.  
  **Discussion/evaluation** is excellent.  
  - 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.

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| 1–2   | Presentation is acceptable.  
|       | • 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   | Presentation is good.  
|       | • The structure of the essay clearly is appropriate in terms of the expected conventions for the topic, the argument and subject in which the essay is registered.  
|       | • Layout considerations are present and applied correctly.  
|       | • The structure and layout support the reading, understanding and evaluation of the extended essay. |

Criterion E: Engagement
This criterion assesses the student’s engagement with their research focus and the research process. It will be applied by the examiner at the end of the assessment of the essay, after considering the student’s Reflections on planning and progress form.

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</table>
| 1–2   | Engagement is limited.  
|       | • Reflections on decision-making and planning are mostly descriptive.  
|       | • These reflections communicate a limited degree of personal engagement with the research focus and/or research process. |
| 3–4   | Engagement is good.  
|       | • 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. |
| 5–6   | Engagement is excellent.  
|       | • Reflections on decision-making and planning are evaluative and include reference to the student’s capacity to consider actions and ideas in response to setbacks experienced in the research process.  
|       | • These reflections communicate a high degree of intellectual and personal engagement with the research focus and process of research, demonstrating authenticity, intellectual initiative and/or creative approach in the student voice. |