



EXTENDED ESSAY



STUDENT
WORKBOOK

WHAT IS THE EXTENDED ESSAY?



The Extended Essay (EE) is a compulsory, externally assessed piece of independent research into a topic chosen by the student and presented as a formal piece of academic writing. The extended essay is intended to promote high-level research and writing skills, intellectual discovery and creativity while engaging students in personal research. This leads to a major piece of formally presented, structured writing of up to 4,000 words in which ideas and findings are communicated in a reasoned, coherent and appropriate manner.

Students are guided through the process of research and writing by an assigned supervisor (a teacher in the school). All students undertake three mandatory reflection sessions with their supervisor, including a short interview, or viva voce, following the completion of the extended essay.

Extended Essay (EE) topics may be chosen from a list of approved DP subjects—normally one of the student’s six chosen subjects for the IB diploma or the world studies option. World Studies (WS) provides students with the opportunity to carry out an in-depth interdisciplinary study of an issue of contemporary global significance, using two IB disciplines.

The aims of the EE are to provide students with the opportunity 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

The EE, including the World Studies option, is assessed against common criteria and is interpreted in ways appropriate to each subject.

Students are expected to:

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

The EE contributes to the student’s overall score for the Diploma through the award of points in conjunction with Theory of Knowledge. A maximum of three points are awarded according to a student’s combined performance in both the Extended Essay and Theory of Knowledge.

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>
5-6	<p>The topic is communicated accurately and effectively.</p> <ul style="list-style-type: none"> Identification and explanation of the research topic is effectively communicated; the purpose and focus of the research is clear and appropriate. <p>The research question is clearly stated and focused.</p> <ul style="list-style-type: none"> The research question is clear and addresses an issue of research that is appropriately connected to the discussion in the essay. <p>Methodology of the research is complete.</p> <ul style="list-style-type: none"> An appropriate range of relevant source(s) and/or method(s) has been selected in relation to the topic and research question. There is evidence of effective and informed selection of sources and/or methods.

ASSESSMENT CRITERIA



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

ASSESSMENT CRITERIA



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>
4-6	<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.

LEVEL	DESCRIPTOR OF STRANDS AND INDICATORS
7–9	<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.
10–12	<p>The research is excellent.</p> <ul style="list-style-type: none"> The research is appropriate to the research question and its application 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.

ASSESSMENT CRITERIA



Criterion D: Presentation

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.
1–2	<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.

ASSESSMENT CRITERIA



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.
1-2	Engagement is limited. <ul style="list-style-type: none"> Reflections on decision-making and planning are mostly descriptive. These reflections communicate a limited degree of personal engagement with the research focus and/or research process.
3-4	Engagement is good. <ul style="list-style-type: none"> Reflections on decision-making and planning 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. <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.

Overview

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

THE RESEARCHER'S REFLECTION SPACE (RSS)



Student reflection in the Extended Essay is critical. Effective reflection highlights the engagement of the student in an intellectual and personal process and how this has changed the student as a learner and affected the completion of that individual's essay. For those students who have completed the Middle Years Programme, the researcher's reflection space (RRS) can be compared to the process journal. The IB considers this to be a central component of a successful research process as it:

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

Use your Researcher's Reflection Space to...

record your reflections

create mind maps

record emerging questions.

collate and reflect on sources

respond to artefacts, such as photos, newspaper clippings, twitter feeds, blogs, and so on

respond to prompts and questions that may arise in the your subject areas, TOK classes or other aspects of the Diploma Programme

track and record the progress of your research

make notes on meetings with your supervisor

As part of the reflection process, you will hold 3 formal reflection meetings with your supervisor. You will then write up your reflections on the *Researcher's Planning and Progress Form* (RPPF). This should total no more than 500 words and is where you will be marked for Criterion E.

"the IB considers the development of the RRS an essential element of good reflective practice as it will help the student to not only scaffold the extended essay process but also to build skills which transcend the task itself and prepare the student for university study and beyond.

A well-used RRS will aid the reflection sessions students have with their supervisor, as elements of it can be used to stimulate and inform discussion. This will help students to move towards a more evaluative understanding of the research process and the choices they make as part of this."

– *International Baccalaureate Extended Essay Guide: Supporting the Extended Essay*

SESSION 1: FIRST REFLECTION

Students are encouraged to include 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.

SESSION 2: INTERIM REFLECTION

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, challenges encountered and the strategies used to overcome them.

SESSION 3: VIVA VOCE

Students can show what they have learned about the topic, the research process followed, their own learning, as well as outlining new questions they have uncovered. Most importantly, during the viva voce the RRS may help to highlight the personal significance of the work to the student and ultimately contribute to the supervisor's report.

QUESTIONS YOU MAY WANT TO ASK YOURSELF WHILST REFLECTING:

- What is going well and why?
- What problems are you encountering and why?
- How have you overcome these problems?
- What decisions have you made and why?
- How has your supervisor supported you?
- What are your next steps and why?
- What is missing and what will you do about it?
- If you could do something again, what would you do and why?

??



Notice the focus on 'why'.
Make sure you are not just
describing the process but that
you analyse and evaluate it, too.

YOUR SUPERVISOR



Once you have chosen your topic, you will be assigned a supervisor. This is a member of staff within the school and, where possible, will be a subject specialist in your chosen area. If they are not a subject specialist, you may also have a 'mentor' who knows the subject well and can provide additional support. This mentor does not have to be someone who works in the school.

Which words belong to which column? Be prepared to explain your answers.

STUDENT

SUPERVISOR

What other words could you add to these lists?

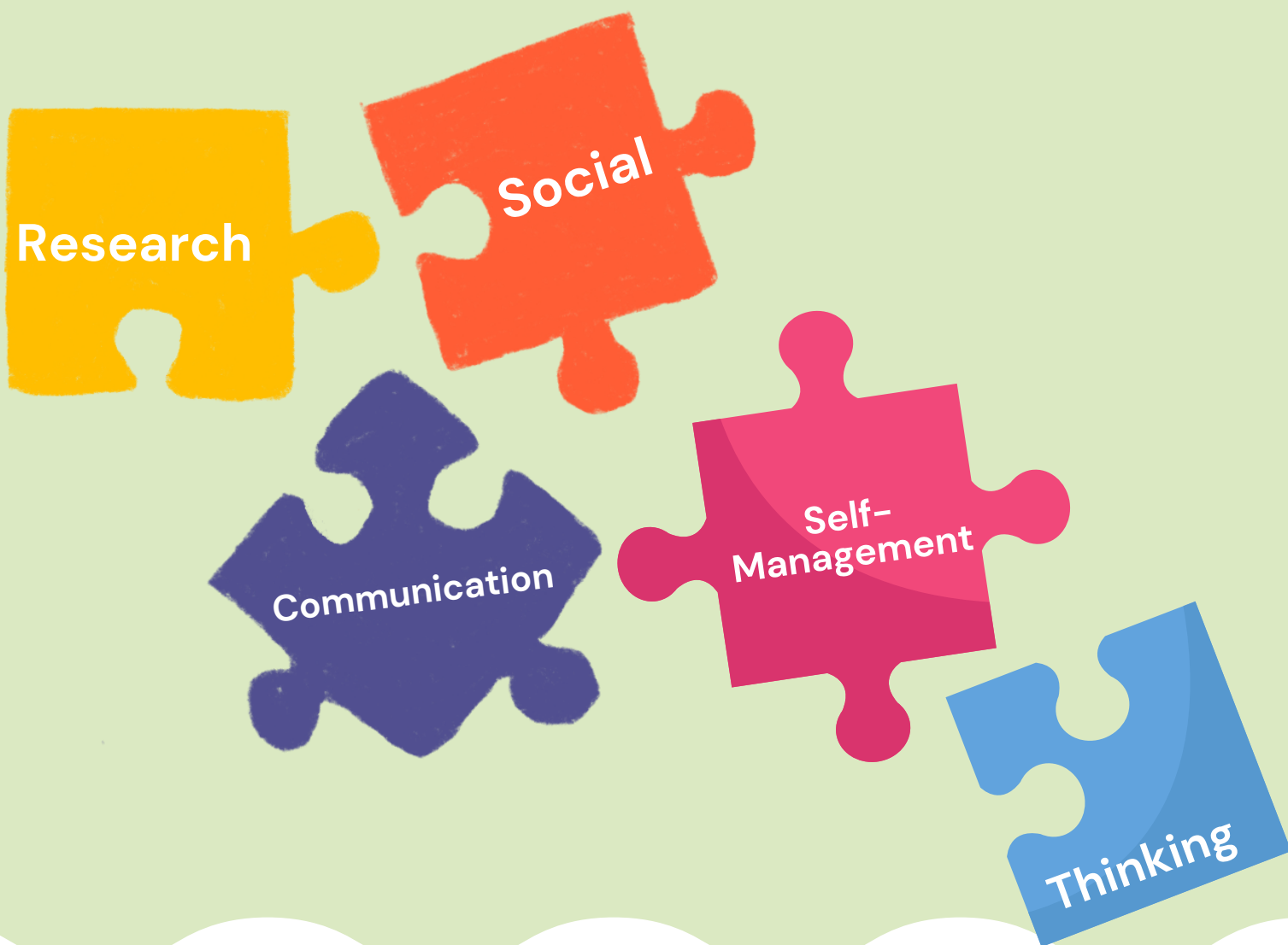
Encourage Guide Monitor Research Support
Facilitate Write Decide Help Organise
Comment Upload Plan Edit Assess

ATL SKILLS

"The development of skills such as thinking skills and communication skills is frequently identified as a crucial element in preparing students effectively for life beyond school. It is also about developing affective and metacognitive skills, and about encouraging students to view learning as something that they "do for themselves in a proactive way, rather than as a covert event that happens to them in reaction to teaching" (Zimmerman 2000: 65).

The term "skill" is used in a broad sense in the DP to encompass cognitive, metacognitive and affective skills. Cognitive skills include all the information processing and thinking skills often called "study skills" in a school environment. Affective skills are the skills of behaviour and emotional management underpinning attitudinal factors like resilience, perseverance and self-motivation, which can often have a large role to play in educational achievement. Metacognitive skills are the skills that students can use to monitor the effectiveness of their learning skills and processes, to better understand and evaluate their learning. Although these skills may be in use when manifesting a certain natural ability or talent, they are different to both of these because proficiency in any skill can be increased through the deliberate use of techniques and strategies, feedback and challenge. Skills are therefore highly teachable."

– *International Baccalaureate: Programme Standards and Practices*



- Mind map what these skills mean and what they might look like.
- How can you use the EE process to develop them?
- Where and how are they assessed throughout the process?

Be sure to reflect on the development of these in your RSS and RPPF

IDEA CLOUD

Without filtering or editing, write down all the hobbies you have, ways you like to spend your time, and topics you have strong opinions on (right now don't worry about relating it to your course)



If you need a bit of inspiration to select a topic, consider these questions:

- What problems do you want to solve?
- Make a list of the last five articles you have read in the news.
- If you were to write to the President, what is important to you to share? Have you been affected personally by a global issue?
- What was left out of a lesson that you want to know more about? Do you feel part of a story or perspective wasn't covered in a lesson?
- What do you want to learn that you have not covered in class?
- Have you heard a story about this topic from a family member and want to know more?
- What plans for further study or career do you have in mind?

TOP 3

Select your favourite or most interesting 3 ideas from your idea cloud here

IDEA 1

IDEA 2

IDEA 3

Pick the 2 most controversial of your topics and name two opposing positions (not necessarily those you agree with)

1:

FOR:

AGAINST:

2:

FOR:

AGAINST:

RESEARCH QUESTIONS

Your research question (RQ) is the backbone of your essay. A good research question is:

- Phrased as a question
- Focused
- Allows for argument
- Feasible
- Able to be explored in enough depth in the time and word count

Below is a list of common question starters that may help you design your own RQ or convert a working title into a question format

QUESTION STARTER	DESCRIPTION
To what extent...	Allows for an evaluation of the degree (extent) to which something is true or a contributing factor. To effectively answer this type of question, the main body of the essay should include considerations of other influencing factors. For example, a question relating to the extent to which the Spanish Constitution of 1931 caused the civil war of 1936 could potentially examine the role played by the military, external nations and other factors in order to more fully answer "the extent" aspect of the question.
Assess the role of...	Allows for an analysis of a specific factor or the contribution of something/someone.
How accurate/reliable...	Allows for an exploration relating to the accuracy or usefulness.
How far could one argue...	Allows for the analysis to focus on the accuracy/truthfulness of a specific argument or line of inquiry.
How successful...	Allows for an evaluation of the success of an approach, method, policy, style and so on an associated area (for example, success of a political policy on economic development of X region).
How crucial/significant...	Allows for an analysis of the significance of one or more factors on other associated areas.
Which factors played....	Allows for an investigation around key factors.
Has the introduction (or cancellation of)...resulted in...	Allows for a cause/effect-style investigation.
Does [X] process/approach provide...	Allows for a focused investigation on the result of a specific method followed or technique used.
What is the contribution/influence of	Allows for a focused investigation on the impact (positive or negative) of a certain individual, group, material or concept on a broader area (eg, on a specific society).

What evidence is there to support...	Allows for an investigation into the nature of evidence and the extent to which it can support a thesis or approach.
What is the impact of...	A straightforward causal investigation.
Is it possible to determine...	An investigation into hypothetical frameworks based on existing and available evidence.
Under what circumstances may...	Allows an investigation into the conditions required before X is deemed possible (for example, for a business to expand).
Is there a correlation between...	Allows for an investigation into the relationship between two or more factors.

Adapted from *Oxford IB Diploma Programme: Extended Essay Course Companion*

Compare the poor research questions with the good questions in the table below. What improvements have been made?

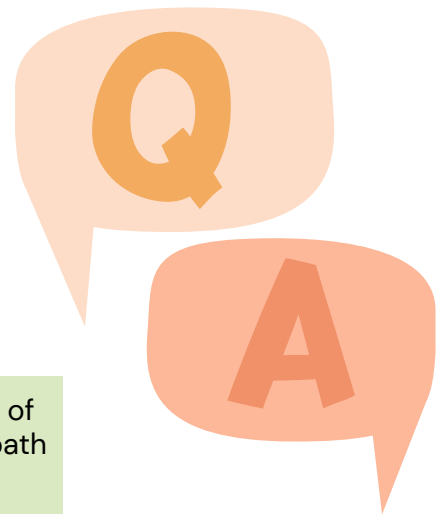
POOR RQ	BETTER RQ
How racist are Disney's animated films from the 20th century?	To what extent does Disney successfully address its racist history from 'Song of the South' with 'The Princess and the Frog'?
What kinds of words gained new meaning during the 2020 Corona crisis?	To what extent does the language of Donald Trump during his Corona briefings in 2020 resemble the language of a political campaign?
How has Uber disrupted the taxi industry?	To what extent has the introduction of Uber in Amsterdam challenged employment laws in the taxi sector?
How do dimple patterns on golf balls affect ball flight?	To what extent are hexagon dimple patterns on golf balls effective for high-handicap golfers?
How are modern-day musicals inspired by operas?	To what extent does the musical language of Andrew Lloyd Weber take inspiration from classical opera of the eighteenth century?

from *Philpot Education Extended Essay Support Site*

YOUR RQ IDEA 1:

YOUR RQ IDEA 2:

FORMULATING A RESEARCH QUESTION



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

Step 1. Choose your subject area	<i>Which subject area is of most personal interest to you? Is there something you are especially curious about in one of your IB courses? Did one of your topics from an earlier grade spark an idea that can be researched?</i>
Step 2. Choose a topic that interests you	Describe your work in one sentence. I want to learn about _____. Example: I want to learn about public funding for the arts.
Step 3. Suggest a question	Try to describe your research by developing a question that specifies something about your topic. I am studying _____ because I want to find out (who, what, when, where, whether, why or how) _____. Example: I am studying public funding for the arts because I want to find out how accessible the arts are to those people who are on low incomes. Direct question: To what extent are the arts accessible to people who belong to the class of the working poor? Include a command term from your subject area to help form the research question. Will you be able to argue a specific position? What are some possible issues or arguments?
Step 4. Evaluate your question	Answer the questions: Is there a range of perspectives on this topic? Does the research question allow for analysis, evaluation and the development of a reasoned argument? I am studying _____ because I want to find out _____ in order to understand (how, why or whether) _____. Example: I am studying public funding for the arts because I want to find out how accessible the arts are to the working poor so I can determine whether tax dollars support cultural enrichment for all citizens regardless of their socio-economic status.
Step 5. Restate your question using a different command term	<i>Asking the question in a different way might help you view your topic in a different way. How does analyzing ... To what extent ...</i>
Step 6. Review with your supervisor	<i>Is your supervisor able to understand the nature of your research? Is it clear to your supervisor how and why your topic is relevant in your subject area?</i>
Step 7. Reflection	<i>If you can adequately respond to the “so what?” question, you may be on your way to a clear and focused research question using your initial topic idea.</i>

SUBJECT SPECIFIC DETAILS AND GUIDANCE



Your EE needs to be registered in one of the subjects available from the IB; ideally, one of the subjects you are taking. Below are some key details for the most commonly chosen subject areas for our school. If you need information on other subjects, speak to Ms Kirsty or visit the EE web guide.

Language A

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

Category 2 – Studies of a literary work or works originally written in the language of the essay compared with one or more literary works originally written in another language. (The work originally written in another language may be studied in translation.)

Category 3 – Studies in language based on one or more texts originally produced in the language in which the essay is presented. Texts can be compared with a translated text originally written in another language.

Language B

Category 1 – A specific analysis of the language (its use and structure), normally related to its cultural context or a specific text.

Category 2 – An analysis of:
(a) the impact of a particular socio-cultural issue on the form or use of the language, based on an examination of language use
Or (b) a socio-cultural issue, as illustrated through specific cultural artefact(s) from a country/community where the language is spoken.

Category 3 – An analysis of a literary type, based on a specific work or works of literature exclusively from the target language.

History

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

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

The topic must focus on the past and therefore be at least 10 years ago.

Business Management

The EE gives students an opportunity to develop research skills by:

- reviewing business theories, concepts and principles
- critically analysing their use and application in the business world and their resultant impact on business activity.

Students can choose a topic they have encountered during their Diploma Programme business management course. However, they may also choose to investigate issues that fall outside its scope. For example:

- business practices in a specific regional or national context, or
- the practical applications of the work of a particular business management theorist.

Whatever area they choose, students must root their research firmly in accepted business management theories and use the core principles of business management as the basis for their research.

Biology

Biology is the science that deals with living organisms and life processes. A biology EE should incorporate biological theory and emphasize the essential nature of this subject. For example, an EE in an interdisciplinary area such as biochemistry will, if registered under the subject of biology, be judged solely on its biological content.

Some topics may be inadmissible because their means of investigation are unethical. For example, investigations that:

- are based on experiments likely to inflict pain on, or cause stress to, living organisms
- are likely to have a harmful effect on health, eg culturing micro-organisms at or near body temperature (37°C)
- involve access to, or publication of, confidential medical information.

In all cases where human subjects are used as the basis for an investigation, clear evidence of informed consent must be provided in accordance with the IB guidelines.

Some topics may be unsuitable because of safety issues. Adequate safety apparatus and qualified supervision is required for experiments involving dangerous substances such as:

- toxic or dangerous chemicals
- carcinogenic substances
- radioactive materials.

Other topics may be unsuitable because the outcome is already well known and documented in standard textbooks.

Chemistry

Chemistry is the science that deals with the composition, characterization and transformation of substances. A chemistry EE should incorporate chemical principles and theory, and emphasize the study of matter and of the changes it undergoes. For example, an EE in an option area of the IB syllabus such as biochemistry will, if registered as a chemistry EE, be judged on its content within the scope of the biochemistry option of the syllabus.

Broad or complex literature-based topics do not allow the student to discuss conflicting ideas and theories, nor to produce an in-depth personal analysis within the word limit. Students should therefore avoid these topics (eg investigations into health problems caused by water pollution, chemotherapy for cancer treatment or the use of spectroscopy in chemical analysis).

Some topics may be unsuitable for investigation because of safety issues. Experiments involving toxic or dangerous chemicals, carcinogenic substances or radioactive materials should be avoided unless adequate safety apparatus and qualified supervision are available and evaluation of the level of risk has been positively determined. Teachers are responsible for following national or local guidelines, which may differ from country to country.

Other topics may be unsuitable because the outcome is already well known and documented in standard textbooks.

Visual Arts

The visual arts are here broadly defined also to include architecture, design and contemporary forms of visual culture.

The research may be generated or inspired by the student's direct experiences of creating visual artworks, or by their interest in the work of a particular artist, style or period. This might be related to the student's own cultural context or another cultural context.

Personal contact with artists, curators and other active participants in the visual arts is encouraged, as is the use of local and primary sources.

Students must avoid topics that are overly broad or descriptive in nature, such as one that covers many aspects of art history or particularly long periods of time or biographies of artists. The topic must relate directly to the visual arts.

Film

Students should undertake the study of at least two films/major television works in consideration of their chosen topic. The EE requires students to develop and demonstrate a critical understanding of how and why film texts:

- tell stories
- create emotional responses
- give information.

In the spirit of intercultural understanding, students are encouraged to explore film in an international context.

The topic must clearly focus on film or television, rather than a literary, sociological, political or historical issue. For example, a study of film adaptations of Shakespeare's plays or of classic novels must not become a literature essay about the plays or the novels. It must be a discussion about the films from a filmic point of view.

If addressing a topic already addressed in academic studies, students must examine existing views and argue against them to some degree. Earlier studies must be used as a basis for discussion and not be merely replicated.

World Studies

An EE in world studies gives students the opportunity to undertake an interdisciplinary study of an issue of contemporary global significance. “Interdisciplinary” in this context refers to research that draws on the methods, concepts and theories of two Diploma Programme subjects. It is strongly recommended that students are undertaking a course of study in at least one of the subjects chosen for their essay. “Contemporary” in this context refers to events that took place during the student’s lifetime.

Students are required to:

- identify an issue of global importance
- identify a local manifestation of the issue of global importance
- develop a clear rationale for taking an interdisciplinary approach and use the conceptual framework and vocabulary of two Diploma Programme subjects.

This provides an opportunity for students to conduct independent interdisciplinary research (not necessarily primary research) that draws on Diploma Programme subjects and integrates them to produce a coherent and insightful analysis of the global issue they choose to investigate. It should be noted that law and education are not Diploma Programme subjects.

World studies EEs are registered in one of six areas of study: these are not the same as the Diploma Programme subjects. They are:

- Conflict, peace and security
- Culture, language and identity
- Environmental and/or economic sustainability
- Equality and inequality
- Health and development
- Science, technology and society.

The interdisciplinary essay is designed to provide students with the opportunity to:

- engage in, and pursue, a systematic process of research appropriate to the topic—a process that is informed by knowledge, concepts, theories, perspectives and methods from two chosen subjects
- develop research and communication skills—including the ability to communicate with readers who have a background in more than one subject or discipline
- develop the skills of creative and critical thinking—particularly those skills involved in integrating concepts, theories, perspectives, findings or examples from different subjects to develop new insights or understandings
- experience the excitement of intellectual discovery—including insights into how different subjects complement or challenge one another when used to address the same topic or issue.

Furthermore, in line with the IB’s mission, the world studies EE seeks to advance students’ emerging global consciousness. This comprises:

- a sensitivity to local phenomena as manifestations of broader developments on the planet
- the capacity to think in flexible and informed ways in understanding issues of global significance
- a developing perception of the student’s own identity (self) as a global actor and member of humanity, capable of making a positive contribution to the world.

Adapted from *International Baccalaureate Extended Essay Guide: Subject Specific Guidance*





PROPOSAL FORM

Name: _____

Proposed topic: _____

Proposed RQ: _____

Subject this would be registered under: _____

Subjects you are studying at HL: _____

Subjects you are studying at SL: _____

What are your future study or career plans: _____

Why you think this topic and question are worthy of study:

What you already know about the topic and RQ:

What you think or hope to find out about the topic and RQ:

RESEARCH

What is research?

Go back to your notes on the ATL skills and the assessment criteria.

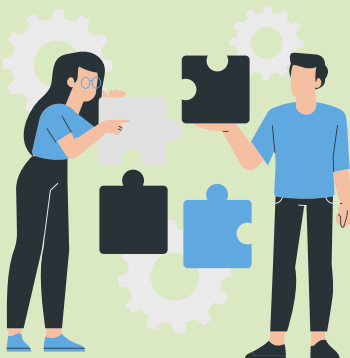
In what ways is research like booking a holiday or planning an event?



PRIMARY SOURCES

SECONDARY SOURCES

Note that a book is simply a format. You can find primary *and* secondary sources published in book form.



When planning your research, consider:

- What do you already know?
- What do you need to know to answer your question?
- Where can you locate these answers or how can you find them out?

METHODOLOGY



Experiment

You may wish to investigate by testing your hypothesis or theory for yourself. This is particularly effective for science-based EEs. Make sure you consider the ethical standards of any experiments, which you can find in the IB documentation.

Questionnaire or Survey

To collect short pieces of information from a large group of people, a questionnaire or survey is helpful. Make sure the questions you ask are clear and measurable. You can hand out paper copies or use an online tool as Google Forms or Survey Monkey.



Your methodology is how you plan to answer your question. There are a number of approaches (methods) you can take and you may use more than one.



Interview

You may wish to speak to (an) expert(s) or those with first-hand experience in the field you are exploring. Make sure you prepare questions before you meet and there is consistency across your meetings. It is also a good idea to record and transcribe your meetings to make it easier to use quotations from these experts.



Articles

It may be that someone has already conducted similar research to you. You should read what has already been written about your subject and can use this as a basis to explain why you have or haven't taken a particular approach. Official articles are 'peer-reviewed' and published on reputable databases but be sure to consider any other biases that may be present.

Documents and Records

You may need to collect first-hand accounts or policies on your chosen topic, such as diary entries, news articles or reports. This may involve accessing paper or digital archives and are useful for seeing the impact an event has on individuals or the intention of particular companies.



Case Studies

You may wish to focus on a particular individual, company or situation in close detail with a number of factors to consider. These may be of particular use in business or economical essays that focus on the different elements that have led to a particular outcome. This may be someone that you have a connection to for ease of access to information or a large company with details that are easily accessible in the public domain.

REMEMBER

It is important to get **informed consent** from anyone you are collecting data from so that they know what to expect and what you plan to use the information for.

You should also make sure you keep details anonymous and confidential (unless you discover something that you think is important to be shared, such as a safe-guarding issue).

CONDUCTING RESEARCH

Applying a critical analysis framework to research

This framework provides prompts for key questions to ask about the quality and rigour of the work under consideration. The process is not rigid and can be adapted to suit a wide range of types of research and scholarly work.

- **Identify the intention**

Reading the abstract is the fastest way to determine this. Try dividing your reading into three categories: that which requires more detailed reading and analysis; that which can easily be discarded as not relevant; and that which requires more consideration before it can be included or discarded.

- **Identify the main ideas**

Ideally, the research questions will be clearly set out in one of the first few sections of the paper. If not, then the researcher will pose the questions at various intervals during the paper. There is also the conclusion section where the main ideas will once again be articulated.

- **Identify the underlying theoretical and methodological approaches**

If there is a methodology section, it's normally here that you find the theoretical approach taken by the researcher. This should let you know the epistemological and ontological basis of the research, and it will allow you to understand how it fits with your own approach.

- **What evidence is presented to support the arguments?**

How does the author support their main argument(s)? What evidence do they provide (qualitative or quantitative)? Is the evidence strong or weak? In this step the quality of the evidence can also be assessed.

- **The 'so what?' test**

All the time you are reading research you will need to be going back to the notion of why you need the research you are reading and how it will add to your overall understanding. If it does neither then you will need to reject the research; if it does one or the other, it's worth looking again and seeing whether the other question could be applied.

- **What questions does the article prompt?**

Good research will prompt the reader to consider further questions. The best research will either pose further related questions or indicate where there is more research to do or different avenues to investigate.

from *Doing Your Education Research Project*

Popular journal databases:

- JSTOR
- EBSCO
- Taylor and Francis
- SpringerLink
- ERIC
- DOAJ
- Semantic Scholar



ANNOTATED BIBLIOGRAPHY TEMPLATE



Title:
Author:
Date of publication:
Location of publication:
Publisher:
If online, URL and date(s) accessed:

Summary of key findings:

Key Quotations (with page no.)

Biases or other things to consider:

PEER PRESENTATIONS



Although your supervisor is your first port of call for the work on your EE, it is helpful to seek feedback from other sources.

Therefore, you will create a present a run-down of your work so far to the rest of the class. This will be followed by questions from the class on your work and a chance to discuss key parts of your process.

What does a good presentation look like?

Your chosen area and why you selected it

I chose to write my EE on the artist Banksy because...

Your research question or area of focus and why you think it is worth investigating

I am exploring the allegorical aspect of his work because...

What kinds of research you have conducted and what this has taught you

I have used YouTube videos, news reports and his autobiography because. . .

How the research will help you answer the question or how it has affected your opinion of the topic or question

This has shown me that . . . Initially I thought . . . But now I believe . . .

What you still need to do

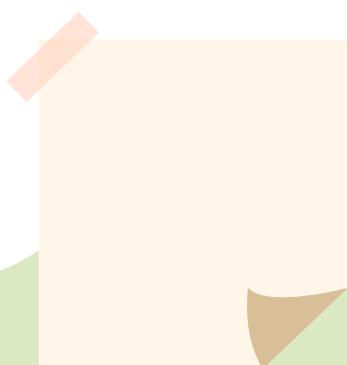
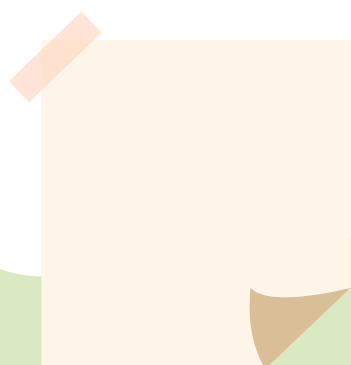
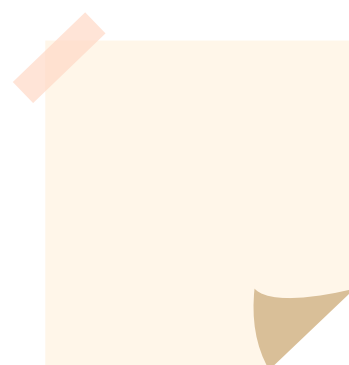
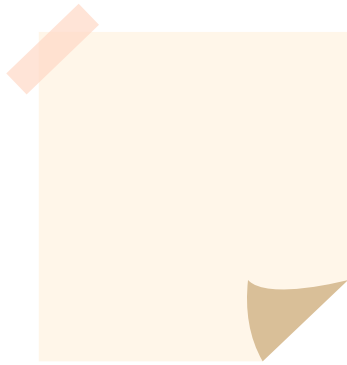
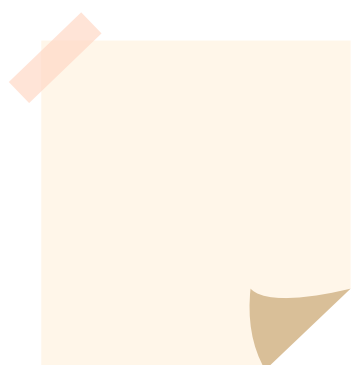
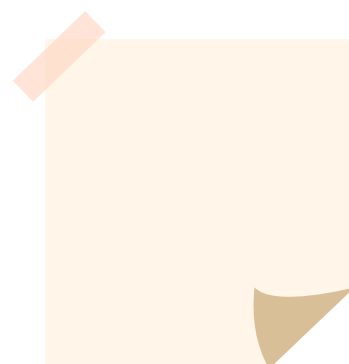
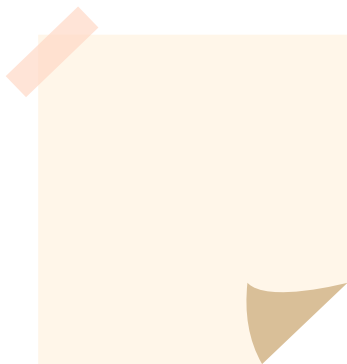
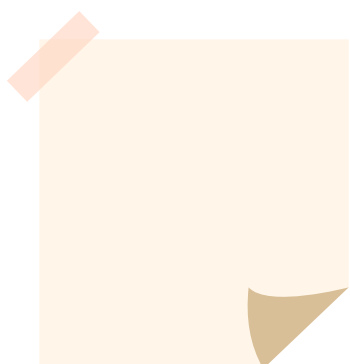
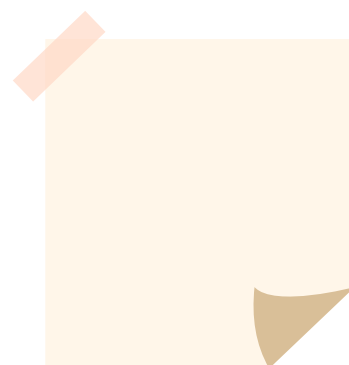
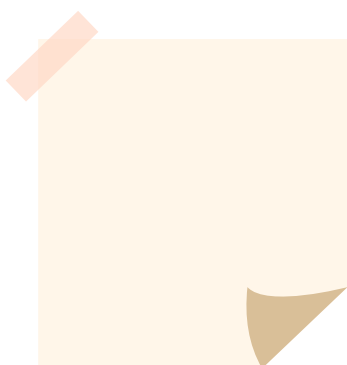
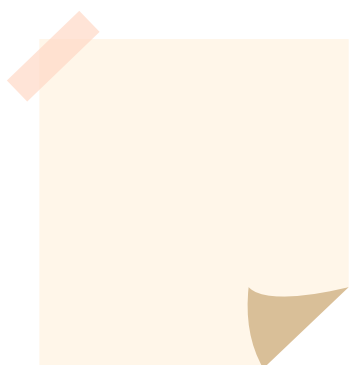
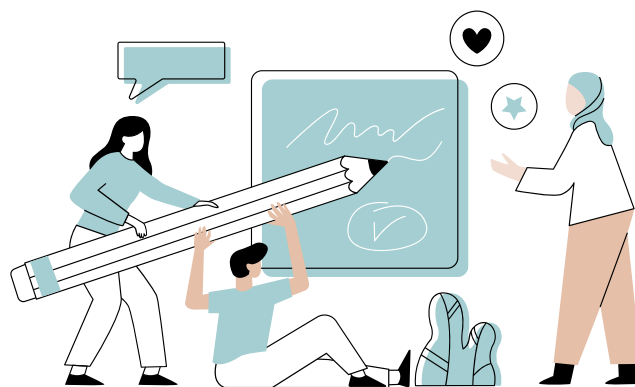
I am still missing . . . Therefore . . .

What you have learnt during the process (study skills, time management, etc)

The most difficult thing for me has been . . .

Now I need to . . . because . . .

PLANNING THE EXTENDED ESSAY



EXAMPLE OUTLINE



OUTLINE	NOTES
<p>I. Thesis: Japanese theater rose from a popular to elite and then returned to a popular art form.</p>	<p>The thesis is stated in the first section, which is the introduction. <i>NOTE: In an IB Extended Essay, the introduction must include the research question.</i></p>
<p>II. Early theatrical forms</p> <ul style="list-style-type: none"> A. Bugaku B. Sarugaku C. Primitive Noh D. Authors and Audience <p>III. Noh theater</p> <ul style="list-style-type: none"> A. Authors B. Props <ul style="list-style-type: none"> 1. Masks <ul style="list-style-type: none"> a. women b. demons c. old men 2. Structure of Stage C. Themes <ul style="list-style-type: none"> 1. Buddhist influence 2. The supernatural D. Kyogen interludes E. Audience <p>IV. Kabuki</p> <ul style="list-style-type: none"> A. Authors B. Props <ul style="list-style-type: none"> 1. make-up 2. special effects C. Themes <ul style="list-style-type: none"> 1. Love stories 2. Revenge D. Audience <p>V. Bunraku (puppet) theater</p> <ul style="list-style-type: none"> A. Authors B. Props C. Themes <ul style="list-style-type: none"> 1. Love stories 2. Historical romances D. Audience 	<p>The body follows the introduction, and breaks down the points the author wishes to make.</p> <p>Note that some sections have subdivisions, others do not, depending on the demands of the paper.</p> <p>In this outline, II, III, & IV all have similar structure, but this will not necessarily be true for all papers. Some may only have three major sections, others more than the five given here.</p>
<p>VI. Conclusion</p>	<p>Your conclusion should restate your thesis, and never introduce new material. <i>NOTE: In an IB Extended Essay, the conclusion must provide an answer to the research question first stated in the introduction.</i></p>

WRITING THE EXTENDED ESSAY



THE INTRODUCTION

- Ideally should not be more than 10% of your essay
- Outlines what you have chosen (explicitly state your question and that it matches your cover page)
- Explains why you have chosen this question
- Explains the approach you have chosen and why
- Identifies your position

Criterion A

- Research question must be clear, focused but not too narrow & allow for an argument
 - Range, suitability & reliability of sources
 - Approach
- Introduction & bibliography**

Criterion B and C

- Appropriate use of subject knowledge & terms
 - Clearly developed argument
 - Based on the evidence
 - Critical reflection of research
- Main body & conclusion**

Use the PEA structure:

Point – What is your opinion/idea?
What are you trying to say?

Evidence – Give a quotation or example to support you

Analysis – how and why does this support you? How does it help to prove your overall argument?

MAIN BODY

- You have collected a range of relevant primary and secondary sources
- You have explained the relevance and importance of your research and sources
- Evidence supports your argument rather than your points summarising the evidence
- Explains why this evidence supports you and why it is important
- You relate what you are saying back to your research question
- You have an argument that links your points together rather than just a list of points
- You use sections and subheadings to show the progression of your argument

THE CONCLUSION

- Ideally should not be more than 10% of your essay
- Restates your purpose and hypothesis
- Summarises findings or points, without repeating
- Explains the bigger picture or "so what?"
- Considers the limitations and prospect for further research

A project conclusion has two main functions: it should refer back to what you have written, reminding the reader of your argument, and giving some sort of evaluation and/or interpretation; and it should point forward to what you think might happen in the future, with suggestions or recommendations, or predictions or warnings.

from Academic Essay Writing for Postgraduates

REFERENCING



Any information or ideas that are not your own must be referenced, both at the point of use (known as "in-text citations") and in a list of at the end of your essay (known as a "reference list" or "works cited" page)..

There are a number of different reference styles you can choose from. It doesn't matter which one you use but you **MUST** use it consistently. Some styles are used more commonly in particular subjects so check with your supervisor or Ms Kirsty if you aren't sure which one is best.

Documentation checklist

When you have used an author's exact words, have you put "quotation marks" around the quotation **and** named (cited) the original writer?

(If you indent your quotation(s), quotation marks are not needed, but the author must still be cited; have you cited your indented quotations?)

When you put someone else's thoughts and ideas in your own words, have you still named (cited) the original author(s)?

When you use someone else's words or work, is it clear where such use starts—and where it finishes?

Have you included full references for all borrowed images, tables, graphs, maps, and so on?

Print material: Have you included the page number(s) of print material you have used (especially important with exact quotations)?

Internet material: Have you included both the date on which the material was posted **and** the date of your last visit to the web page or site?

Internet material: Have you included the URL or the DOI?

For each citation in the text, is there a full reference in your list of references (works cited/ bibliography) at the end?

Is the citation a direct link to the first word(s) of the reference?

For each reference in the list of references (works cited/bibliography) at the end, is there a citation in the text?

Do(es) the first word(s) of the reference link directly to the citation as used?

Is your list of references (works cited/bibliography) in alphabetical order, with the last name of the author first?

REFERENCING



In-Text Citations

The three main types of in-text citation are as follows.

1. Author In-text citation is done by an introductory and/or parenthetical citation providing:
 - the last name of the author, and
 - page number(s) from which the quotation or paraphrase is taken, if applicable.
2. Author–date In-text citation is done by an introductory and/or parenthetical citation providing:
 - the last name of the author, and
 - the year of publication from which the quotation or paraphrase is taken, and the page number, if applicable.
3. Numbered footnote In-text citation is done by:
 - superscript note numbers that come after the referenced passage, and after the final punctuation mark, if used, and
 - corresponding footnotes placed at the bottom of their page of reference containing all reference details from which the quotation or paraphrase is taken; when using a source for a second or subsequent time, a shorter footnote reference is sufficient.

from *Effective Citing and Referencing*, p. 5

Reference List

At the end of the EE should be a list of all the sources you have referred to in your essay. Depending on which reference format you are using, these may have a different heading. However, as a minimum, this should include:

- Author's name
- Year published
- Title
- Edition (if applicable)
- Place of publication
- Publisher
- If online, URL and most recent date accessed

At Codrington, we use MLA formatting and referencing. Check out [Purdue's Online Writing Lab \(OWL\)](#) for the full list of how this works.

You can input your references manually and use [Purdue's Online Writing Lab \(OWL\)](#) or [WorldCat.org](#) to help you with the citation style and necessary information.

Alternatively, you can use a programme such as EndNote, EasyBib, Zotero or Mendeley, which are available online or as an add-on to your writing software. Word, Docs and Pages all have their own in-built versions, too.

REMEMBER

Foot notes are not included in your word count but should only be used for referencing or definitions. Any information that is worthy of being in your essay must be part of the body.

DRAFTING, EDITING AND FORMATTING

Once you have written and submitted your first draft, you will receive feedback from your supervisor to inform your changes from your final draft.

Your supervisor is only allowed to see and comment on one full draft but the writing is a process and you may need to revise and edit yourself a number of times before you are happy with the end result.

At what stage of the writing process would you do each of these things?

Appropriateness of argument

Grammar

Position of ideas

Punctuation

Spelling and typographical errors

Level of formality

Word choice

Order of sections

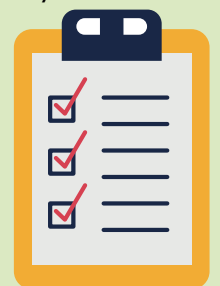


Criterion D

- Consistent presentation
- Clearly labelled diagrams and images
- Subheadings and labels
- Format and layout

Whole essay

- Cover page with essay title, research question, subject (and category) and word count
- DO NOT include your name on the document; if you want an identifier, use your candidate code (abc123)
- Number each page
- Label diagrams and images
- Subheadings appropriately formatted
- Correct referencing
- Include a list of works cited
- Size 10–12 font, Times New Roman or similar
- 1.5 or double spaced



DRAFTING, EDITING AND FORMATTING

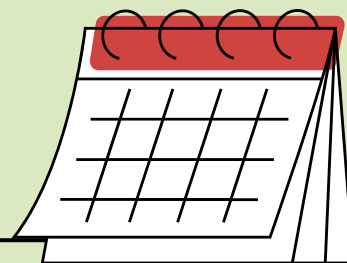
Use the following questions to help you check through your work.

This is not an exhaustive list and does not have to be done in order.

- Am I still clear what my purposes were in this assignment?
- Is my topic clearly stated?
- Is there a clear central argument or point of view in the assignment?
- Do I feel I have achieved the assignment aim or purpose?
- Could I sum up my central position or point of view in the assignment in a sentence or two?
- Have I really answered the question/engaged with the set task?
- Is it clear what main points I am expressing in each paragraph?
- Have all sources of material been cited and referenced?
- Have I used examples when appropriate?
- Are my facts correct and up to date?
- Is there evidence of wide reading in this assignment?
- Are any quotations I have used relevant and correctly referenced?
- Have I made clear which points were not my own?
- Have I avoided bias and admitted alternative views?
- Do my conclusions follow logically from my evidence?
- Have I followed expected conventions in terms of referencing, bibliography, etc.?
- Will the structure of my essay be clear to the reader?
- Have I defined any key terms in the introduction?
- Have I made explicit connections between your introduction and conclusion?
- Do I make links between one paragraph or section and the next?
- Does each paragraph contain just one idea?
- Have I used headings where these might help the reader, e.g. in a report, or non-traditional essay?
- Have I used graphs, tables & diagrams where appropriate?
- Have I checked for obvious mistakes in spelling, punctuation and grammar?
- Does the language express my arguments with appropriate force and conviction?
- Is the document written in an appropriate style, e.g. in the third-person; objective language?
- Is the length and number of sentences in each paragraph suitably varied?
- Have you expressed your argument in language which is as clear and concise as possible?
- Does the essay read smoothly and easily? (If in doubt, try reading it aloud.)



TIMELINE 2021-2023



DATE	PHASE	DETAILS
12.01.22	Intro to the EE	<p>What is the EE?</p> <ul style="list-style-type: none"> Understand requirements and begin generating ideas for topics
26.01.22	Creating questions & using the researcher's reflection space	<ul style="list-style-type: none"> More detailed lines of inquiry & what makes an effective Research Question What the Researcher's Reflection Space is and how to utilise it
23.02.22	Initial research and referencing skills	<ul style="list-style-type: none"> How to find an article How to read an article Citing and referencing Create an annotated bibliography <p>Between now and next session, start researching</p>
16.03.22	Subject specific requirements & choosing a question	<p>Working on bibliographies</p> <ul style="list-style-type: none"> What have you discovered? What do you want to say? <p>Sample EEs</p>
25.03.22	Submit proposal	<p>Complete proposal with suggested topic, subject, question and sources so far. From this, supervisors will be assigned.</p> <p>Over the break, continue your research.</p>
11-22.04.22	First meeting with supervisor and first mandatory reflection	<ul style="list-style-type: none"> Meet with supervisor to discuss initial ideas. Take your annotated bibliography and proposal. Complete your first mandatory reflection on the RPPF
20.04 and 04.05.22	Peer Presentations and reflections	<ul style="list-style-type: none"> Review where you are in the process and what you have found Prepare and present to the class this research Decide your next steps <p>During this time, meet with your supervisor as necessary and continue any further research</p>
18.05.22	Exemplars, outlines and effective analysis	<ul style="list-style-type: none"> Read and grade an example EE in your subject Create a checklist of criteria for success Create an outline for your essay and submit to supervisors by 01.06.22 <p>During this time, meet with your supervisor as necessary and continue any further research</p>

DATE	PHASE	DETAILS
01.06.22	Analysis and Drafting	<ul style="list-style-type: none"> Understand the drafting process and work on your first draft Peer review outlines Explore and write a sample analysis, focusing on Criterion C <p>During this time, meet with your supervisor as necessary and complete any further research. Submit your introduction and first analytical paragraph/section to your supervisor by 20.06.22</p>
22.06.22	Referencing	<ul style="list-style-type: none"> Types of referencing Creating a reference and bibliography, including reference management software Formatting of the EE
Summer Work	EE drafting – complete the first full draft. This will be due for submission 08.09.22. Submit a copy to the task on ManageBac and email a version to your supervisor, copying in Ms Kirsty	
14.09.22	Re-drafting and editing skills	<ul style="list-style-type: none"> Getting and using feedback The redrafting process Recap of the requirements of RPPF
12–24.09.22	Feedback and second RPPF	<p>Meet with your supervisor for feedback on your first draft. Complete your second mandatory reflection on the RPPF.</p> <p>Between now and the final deadline, work on your final draft. Meet your supervisor as necessary and keep your Researcher's Reflection Space up to date.</p>
12.10.22	Review of analysis and essay clinic	<ul style="list-style-type: none"> Recap and review any outstanding elements and criteria. Peer assess or bring a section to discuss as necessary. <p>Between now and the final deadline, work on your final draft. Meet your supervisor as necessary and keep your Researcher's Reflection Space up to date.</p>
08.12.22	Final draft due. Submit a copy to the task on ManageBac and email a version to your supervisor, copying in Ms Kirsty.	
10.01.23	The Viva Voce	Explanation of the viva voce process and requirements.
10–13.01.23		Meet with your supervisor to complete your viva voce interview and your final reflection.

References

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MEETING NOTES



DATE	ITEMS DISCUSSED	TO DO

