The Extended Essay Student (and Teacher) Handbook
Table of Contents

1. The Extended Essay – General requirements 3
2. Key features of the Extended Essay 3
3. Students’ requirements 4
4. Choice of subject and topic 4
   4.1. Languages the EE can be written in 4
   4.2. Research question 4
   4.2.1 Five steps to developing a research question 5
5. Writing the EE 5
   5.1 Time 5
   5.2 Finding the right resources 5
      5.2.1 Organizing the source material 8
6. Supervision of the EE 21
   6.1 Tasks of the supervisor 21
   6.2 First reflection session, interim reflection session, and *viva voce* 21
   6.3 Commenting on the first draft of the EE 24
   6.4 The Reflection on progress and planning form 25
7. Assessment of the EE 26
   7.1 Overview of assessment criteria 27
   7.2 Assessment criteria in detail 27
      7.2.1 Criterion A: Focus and method 27
      7.2.2 Criterion B: Knowledge and understanding 28
      7.2.3 Criterion C: Critical thinking 29
      7.2.4 Criterion D: Presentation 31
      7.2.5 Criterion E: Engagement 31
   7.3 Assessment grade descriptors for the EE 32
8. Malpractice 33
9. Subject-specific guidance, examples of EEs, and the RPPF 34
10. Bibliography 34
The extended essay is an in-depth study of a focused topic chosen from the list of available Diploma Programme subjects for the session in question. This is normally one of the student’s six chosen subjects for those taking the IB diploma, or a subject that a course student has a background in.” Students are supposed to

• “to promote academic research and writing skills, providing [them] with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (an appropriately qualified member of staff within the school)”.

“This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. It is mandatory

• that all students undertake three reflection sessions with their supervisor, which includes a short, concluding interview, or viva voce, with their supervisor following the completion of the extended essay. An assessment of this reflection process is made under criterion E (Engagement) using the Reflections on planning and progress form.”

“The extended essay is assessed against common criteria, interpreted in ways appropriate to each subject.”

2. Key features of the extended essay

• “The extended essay is compulsory for all students taking the Diploma Programme [...] .
• A student must achieve a D grade or higher to be awarded the Diploma.
• The extended essay is externally assessed and, in combination with the grade for theory of knowledge, contributes up to three points to the total score for the IB Diploma.
• The extended essay process helps prepare students for success at university and in other pathways beyond the Diploma Programme. [...] 
• The extended essay 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 containing no more than 4,000 words accompanied by a reflection form of no more than 500 words.
• It is the result of approximately 40 hours of work by the student.
• Students are supported by a supervision process recommended to be 3–5 hours, which includes three mandatory reflection sessions.
• The third and final mandatory reflection session is the viva voce, which is a concluding interview with the supervising teacher.”

3. Students’ requirements

All students must

- give a logical and coherent explanation for their choice of topic
- review what has already been written about the topic
- formulate a clear research question
- describe methods used to discuss the question
- come up with reasoned interpretations and conclusions based on reading and research to answer the research question

4. Choice of subject and topic

Students of the IB DP at the Aloisiuskolleg can choose any IB subject to write their EE in. However, as the first draft of the EE will also count as their Facharbeit, they should choose one of their IB subjects in which they also write exams in for their German Abitur.

You should know that

- you should choose a topic you find both interesting and challenging
- it is important that the topic is narrow enough for an in-depth study
- you cannot change the world with the content of your EE, you are not expected to write something totally new, it just needs to be new to you

4.1 Languages the EE can be written in

Languages for the EE: German for German A HL, English for English B HL, English or German for History HL, English for Mathematics SL, English or German for Biology SL, English for Chemistry SL, and French for French SL.

4.2 Research question

- “All students, regardless of the subject chosen, must frame their research question as a question. A hypothesis or statement of intent is not acceptable. The reason for this is that a question helps students to retain focus throughout the essay.”
- A research question is a **clear and focused** question centered on a research topic. Research questions usually emerge when questions are asked about a particular issue that a student is interested in or curious about.
- A research question helps to focus the research, providing a path through which students will undertake the research and writing process. A clear and well-focused research question, which has a specific aim, will allow a student to work towards developing a reasoned argument within the scope of the task, rather than the kind of “all about” essay that an unfocused research question can lead to.”
4.2.1 “Five steps to developing a research question

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

Carry out preliminary reading.
After deciding on a topic of interest students should undertake some general reading around the issue. Questions they must consider at this stage are:
- What has already been written about this topic?
- Was it easy to find sources of information?
- Is there a range of different sources available?
- Is there a range of views or perspectives on the topic?
- What interesting questions have started to emerge from this reading?

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

Evaluate the question.
Once possible research questions have been posed they should be evaluated. This evaluation should be based on whether the research question is clear, focused, and arguable.
- Clear: Will the reader understand the nature of my research? Will it direct the research being undertaken?
- Focused: Will the research question be specific enough to allow for exploration within the scope of the task (that is, the number of words and time available)?
- Arguable: Does the research question allow for analysis, evaluation and the development of a reasoned argument?

Consider research outcomes.
Once a provisional research question has been decided upon students should start thinking about the direction their research might take. This could be in terms of:
- suggesting possible outcomes of the research
- outlining the kind of argument they might make and how the research might support this
- considering options if the research available is not sufficient to support a sustained argument.”

4.2.2 Possible research questions

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

| In what ways is the theme of love and relationships dealt with in 19th-century novels? |
| Clear, focused, narrow research questions lending themselves to in-depth research |
| “In what ways does Jane Austen express her attitudes to the themes of love and marriage inherent in her work *Pride and Prejudice*?” (Lekanides 10) |
| How are citizens controlled in authoritarian states in the 20th century? |
| “To what extent was Stalin’s communist state more effective that Mussolini’s fascist state in controlling its citizens?” (Lekanides 10) |
| “How important is chlorophyll to plant life?” |
| What is the effect of different concentrations of kinetin on leaves aging and the biosynthesis of chlorophyll?” |

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

5. Writing the EE

5.1 Time

Students spent approximately 40 hours in total on the EE. If you spend more than that on the extended essay, your other work may suffer. The research and writing process takes time. Students should regard it as a good learning experience and you will have to reflect on and write about your self-management skills in the process on the RPPF.

5.2 Finding the right resources

When trying to find literature, students tend to use one of the main general search engines on the internet (for example, Google) or they look for information on Wikipedia. However, both do not always lead to results that can be used in an academic paper as the EE. Therefore, in order to find sources appropriate for the EE, students should rather use

- the school’s library
- public municipal libraries such as the one of Bad Godesberg or Bonn
- university libraries such as the one of the Rheinische Friedrich-Wilhelms Universität Bonn
• **virtual libraries** ("Many libraries of institutions [...] now make their resources available in a virtual (online) environment that is often freely accessible or requires normal membership as is the case with physical libraries" (Lekanides 37))

Always visit a library!!!

• **electronic databases** ("There are many electronic databases (many of them free or requiring a small subscription fee) that you can make use of. These usually store hundreds to thousands of academic-grade journals and associated publications" (Lekinades 38)

• **online encyclopedias**: As hinted at above, an online encyclopedia like Wikipedia is often used as the first starting point, however, Wikipedia should never be quoted in the EE. On the other hand, students may find these sites “useful for “a. providing an initial overview and summary b. providing links to a range of relevant primary and secondary sources in their bibliography sections for further investigation” (Lekinades 39)

Only use online encyclopedias as a starting point, never refer to them in your EE!!!

• **books**: “When it comes to books, it does not matter if [students] have a digital or physical copy for use; more important is the quality of the book itself. For example, a history book written by an amateur historian (such as an ex-serviceman) or hobbyist may not be as scholarly as one written by a recognized professor of history. Likewise, if the history is written by an economist or anthropologist, the approach may not always be ideal for your essay. It is thus more crucial to evaluate your choice of books against your specific focus, rather than assume it is of use simply because it is a printed source” (Lekinades 39)

• **textbooks such as school books should not only be used as a source for your EE, “[t]hey are great for initial ideas and overviews of content, however, [students] should seek more scholarly materials to supplement them” (Lekanides 39)

• **journals**: Students “should always seek out information from acknowledged journals in your chosen subject. Online databases [...] are excellent for this, however, physical copies may also be present in many local or school libraries. Alternatively, journals can be individually purchased directly from publishers.” (Lekanides 39)

• **magazines**: “There are numerous specialized magazines that cover a wide range of topics across all subject areas. A school’s (or local/regional) library is always a great source of these types of publications.” (Lekinades 40)

• **audio-visual**: Students can also refer to “videos or sound recordings such as documentaries, interviews, sound clips, demonstrations, 3D models and the like” (Lekinades 40). Students should, however, use “source material from credible and acknowledged sources rather than using anything available on YouTube or similar channels” (Lekinades 40).
5.2.1 Organizing the source material

Once students have collected resources, “the next key step is to organize them” (Lekinades 40) so that it is easier for them to find the right resources to be used when actually starting the writing process. It is not a good idea to start writing the EE directly after finishing to look for resources and after having read them.

……Students could, for example, use the following way to structure the resources “so as to minimize time spent later on re-reading […] sources and instead maximize the grades awarded for critical thinking and engagement” (Lekinades 41).

<table>
<thead>
<tr>
<th>Source Type</th>
<th>Info</th>
<th>Headings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source type such as book, journal or website</td>
<td>Summary of the major content of the source, for example, summary of themes dealt with in the source, major ideas mentioned in the source</td>
<td>What themes/ideas found in the source are relevant with regard to the research question of the EE?</td>
</tr>
</tbody>
</table>

5.3 Surveys, Questionnaires, Interviews, and Experiments

In some subjects research might not only include finding the right sources, but students might need to or wish to include primary research, i.e. any data produced by themselves, such as surveys, questionnaires, interviews, or experiments.

Data collected needs to be...

- **valid**: “Data can be said to be valid if it provides an accurate picture of the reality it is referring to. When it comes to research, often one would seek either a total sample size or a random selection of a broad-enough cross-section of that group.” (Lekinades 51).

  Students should however know that in interviews, for example, participants may not always answer the questions correctly for various reasons, they might feel embarrassed, for example. “In situations such as these, it is important to be aware that your approach may not always yield the most valid results, and, where applicable, this should be acknowledged in the body of your essay (or in the conclusion at the very least)” (Lekinades 52).

- **reliable**: If students use the same method as was used in previous research and the results are the same or at least very similar than this method can be said to be reliable.

- **valuable**: Students must always consider the value and the limitations of their chosen research method. This holds true for the sources they find and the research they carry out.

5.3.1 Questionnaires

“A questionnaire is a means of collecting information from a list of pre-set questions. It is a useful tool for conducting a social survey because it can be used to gather information from a
larger number of people. A survey can be a series of questions printed on a sheet of paper or completed online using one of the many online survey-making tools.” (Lekanides 53)

- **closed questionnaires**: questions asked can only be answered with a limited (or restricted) number of answers

<table>
<thead>
<tr>
<th>+</th>
<th>-</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Produces easily quantifiable (measurable) results</td>
<td>Limits possible choice of answers (no space for qualitative responses)</td>
</tr>
<tr>
<td>Researcher controls the questions</td>
<td>Imposition of questions on respondent may negate validity of research as it forces responses in a particular (pre-set) direction</td>
</tr>
<tr>
<td>Produce reliable data that can be reproduced by others</td>
<td>Closed questions cannot account for socio-cultural variances</td>
</tr>
<tr>
<td>Quick response style means that sample can be quite large</td>
<td>Researcher bias is increased due to limited (pre-set) responses</td>
</tr>
<tr>
<td></td>
<td>Responses may not be truthful” (Lekanides 54)</td>
</tr>
</tbody>
</table>

- **open-ended questionnaires**: A set of questions is given to the participant which he can answer according to their choice.

<table>
<thead>
<tr>
<th>+</th>
<th>-</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Results tend to be more valid as respondents are able to more accurately comment on questions using their own words.</td>
<td>Difficult to quantify these results by means of statistics or graphs as they are so varied.</td>
</tr>
<tr>
<td>Responses tend to provide more detail and are thus qualitatively superior to closed questionnaires.</td>
<td>May not be as reliable as closed questionnaires due to the wide range of possible responses.</td>
</tr>
<tr>
<td>Responses not considered by the researcher may appear that could shed new light on the investigation being conducted.</td>
<td>Quality and consistency of responses may not be as high as respondents either ignore questions or provide answers that are difficult to interpret.</td>
</tr>
<tr>
<td>Researcher bias is reduced due to openness of answers.</td>
<td>Repetition of process may not be possible as it would likely yield differing results thus raising questions of reliability (or certainty) of data again.</td>
</tr>
<tr>
<td></td>
<td>Responses may not be truthful.” (Lekanides 54)</td>
</tr>
</tbody>
</table>

- **questionnaires carried out by an interviewer**: When carrying out an interview a set of questions has to be thought about that will be asked during the interview, however, follow-up questions might follow. Participants can answer the questions according to their choice.

<table>
<thead>
<tr>
<th>+</th>
<th>-</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Clarification can be sought in terms of responses given.</td>
<td>Lack of confidentiality may eschew responses (interviewee may not be totally honest or may avoid giving a direct response).</td>
</tr>
</tbody>
</table>
• Additional, follow-up questions may arise, thus providing greater insight.
• Questions can be better explained to the respondent if required.
• Length of responses could provide additional, qualitatively rich, data.

• Emotions may distort quality (and truthfulness) of response.
• Difficult to quantify results as they may be quite varied even if closed questions were used.
• Respondent could potentially be primed by interviewer’s questioning.
• Time factor involved may be significant. (Lekanides 55)

5.3.2 Experiments

“Experiments are a particularly strong means of ascertaining whether a research hypothesis is in fact valid and/or correct. Experiments are most often associated with Extended Essays in Group 4 subjects […]. Although there are a near infinite number of experiments one could conduct, certain basic rules apply to all of them.” (Lekanides 55)

There are a number of questions students have to ask themselves when carrying out experiments in order to make sure they do the right thing.

“Pre experiment
• Does your experiment meet the requirements listed in the IB ethical guidelines for Extended Essays?
• Does your experiment meet the requirements listed in the IB animal experimentation policy (if applicable)?
• Do you have all the necessary equipment to complete your experiment (checked availability with your school’s relevant department)?
• Have you gained permissions to conduct your experiment (for example, from the science teacher, if using lab equipment in school […])?
• Is the completion of the experiment feasible within the 40 hours outlined for the Extended Essay as a whole?
• Do you have all required safety equipment (and have taken the appropriate measures if using volatile elements)?

Experiment
• Is the environment free of factors that could affect the experimental results?
• Have you prepared a chart or table where you will record your results?
• Have you isolated your (dependent or independent) variables?
• Have you incorporated a control into your experiment to act as a baseline?
• Have you repeated your experiment a number of times to guarantee the reliability of your results?

Results
• Are your results free of researcher bias?
• Have you considered the possible limitations of your experimental approach (that is, would another method have yielded better/different results)?
• Have you considered what unanswered questions may yet remain?
5.4 Structure and formatting of the EE

“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.

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

“Suggested formatting
- The use of 12-point, readable font
- Double spacing
- Page numbering
- No candidate or school name on the title page or page headers
- File size of not more than 10 MB (Note that the RPPF is uploaded separately and is not part of the overall file size of the essay.)

5.4.1 Title page

“The title page should include only the following information:
- the title of the essay
- the research question
- the subject for which the essay is registered (if it is a language essay also state which category it falls into [...] )
- word count.

If footnotes have been used for anything other than referencing, the word count stated on the coversheet should include the footnotes, with an explicit statement that the stated word count includes explanatory footnotes.”

5.4.2 Contents page

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

5.4.3 Introduction

The introduction to the EE is very important and “should tell the reader what to expect in the essay. The introduction should make clear to the reader
the focus of the essay”, i.e. what is the topic/research question, why was it chosen and how is it to be dealt with
• “the scope of the research, in particular an indication of the sources to be used
• 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.”

5.4.4 Body of the EE

It is in this part that the student must give a convincing answer to the research question of the EE. They will show their skills of analysis, communication, and arguments when giving an answer to their research question.

• “The main task is writing the body of the essay, which should be presented in the form of a reasoned argument.” The EE is all about constructing a reasoned argument that leads to a clear answer to the research question, it must be logical and coherent.
• The body of the EE is the main part, it should comprise about 3,500 words.
• “The form of this varies with the subject of the essay but as the argument develops it should be clear to the reader what relevant evidence has been discovered, where/how it has been discovered and how it supports the argument. In some subjects, for example, the sciences, sub-headings within the main body of the essay will help the reader to understand the argument (and will also help the student to keep on track). In structuring their extended essay, students must take into consideration the expected conventions of the subject in which their extended essay is registered.
• Once the main body of the essay is complete, it is possible to finalize the introduction (which tells the reader what to expect) and the conclusion (which says what has been achieved, including notes of any limitations and any questions that have not been resolved).
• Any information that is important to the argument must not be included in appendices or footnotes/endnotes. The examiner will not read notes or appendices, so an essay that is not complete in itself will be compromised across the assessment criteria.”

5.4.5 Conclusion

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

In every academic paper it is expected that resources taken from other people are acknowledged appropriately. When writing the EE 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.”

5.4.6.1 Why citations are necessary

“Proper citation is a key element in academic scholarship and intellectual exchange. When [students] cite [they]:
- show respect for the work of others
- help a reader to distinguish our work from the work of others who have contributed to our work
- give the reader the opportunity to check the validity of our use of other people’s work
- give the reader the opportunity to follow up our references, out of interest
- show and receive proper credit for our research process
- demonstrate that we are able to use reliable sources and critically assess them to support our work
- establish the credibility and authority of our knowledge and ideas
- demonstrate that we are able to draw our own conclusions
- share the blame (if we get it wrong).” (Effective citing)

5.4.6.2 What needs to be cited

“As creators/authors, [students] are expected to acknowledge any materials or ideas that are not [theirs] and that have been used in any way, such as quotation, paraphrase or summary. The term ‘materials’ means written, oral or electronic products, and may include the following.

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

Basic and common knowledge within a field or subject does not need to be acknowledged. However, if [students] are in doubt whether the source material is common knowledge or not, [they] should cite!” (Effective citing)

5.4.6.3 When to cite

When [students] acknowledge the use of materials or ideas that are not [theirs], the reader must be able to clearly distinguish between [their] own words, illustrations, findings and ideas and the words and work of other creators. [...]

[Image 71x726 to 91x754]
In written work, [students] should cite in the text where we have used an external source. The inclusion of a reference in a bibliography (works cited/list of references) at the end of the paper is not enough. [...] A bibliography or list of references is also expected.” (Effective citing)

Students writing their EE at the Aloisiuskolleg are expected to use the MLA referencing style.

5.4.6.4 How to cite – the MLA 8 format

In the following chapter students will find the most important aspects about how to structure their bibliography and how to cite works borrowed in their extended essay. If they are still not sure about how to cite a work they borrowed they should ask their supervisor or the IB coordinator for help or search for an answer in the MLA Handbook (2016) themselves.

5.4.6.4.1 Bibliography

The bibliography “identifies the sources you borrow from – and therefore cite – in the body of your research project. Works that you consult during your research but do not borrow from are not included [...] Each entry in the list of works cited is made up of core elements given in a specific order, and there are optional elements that may be included when the situation warrants” (MLA 20).

The core elements that need to be referred to are: (check the punctuation marks!!!)

Author.
Title of source.
Title of container,
Title of contributors,
Version,
Number,
Publisher,
Publication date,
Location.

“The author’s name is usually prominently displayed in a work, often near the title [...]. Begin the entry with the author’s last name, followed by a comma and the rest of the name, as presented in the work. End this element with a period. [...]


[...] When a source has two authors, include them in the order in which they are presented in the work [...]. Reverse the first of the names just as described, follow it with a comma and and and give the second name in normal order.


When a source has **three or more authors**, reverse the first of the names as just described and follow it with a comma and *et al.* (‘and others’).


If the source is an edited volume of essays that you need to document as a whole, the ‘author’ for your purpose is the person who assembled the volume – its editor. Since the editor did not create the main content, the name is followed by a descriptive label.


A source with **two or more editors** requires combining the two methods just described (and making the descriptive label plural).


Authors do not have to be individual persons. A work may be created by a **corporate author** – an institution, an association, a government agency, or another kind of organization.


When a work is published by an organization that is also its author, begin the entry with the title, skipping the author element, and list the organization only as publisher.


After the author, the next element included in the entry in the works-cited list is the title of the source. This title is usually prominently displayed in the work, often near the author. [...] Puig, Manuel. *Kiss of the Spider Woman*. Translated by Thomas Colchie, Vintage Books, 1991.


Titles are given in the entry in full exactly as they are found in the source, except that capitalization and the punctuation between the main title and the subtitle are standardized.

The **appropriate formatting of titles** helps your reader understand the nature of your sources on sight. A title is placed in quotation marks if the source is part of a larger work. A title is italicized (or underlined if italics are unavailable or undesirable) if the source is self-contained and independent. For example, a **book** is a whole unto itself, and so its title is set in italics.


The same is true of a volume that is a **collection of essays, stories, or poems** by various authors.

Baron, Sabrina Alcorn, *et al.*, *editors*. *Agent of Change: Print Culture Studies after Eliz-
The title of an essay, a story, or a poem in a collection, as a part of a larger whole, is placed in quotation marks.


The title of a periodical (journal, magazine, newspaper) is set in italics, and the title of an article in the periodical goes in quotation marks.


The title of an episode of a television series? Quotation marks.


A posting or an article at a Web site? Quotation marks.


A song or other piece of music on an album? Quotation marks.


[...] Identify a short untitled message, such as a tweet, by reproducing its full text, without changes, in place of a title. Enclose the text in quotation marks.

@persiankiwi. “We have report of street battles in east & west of Teheran now - #Iran election.” Twitter, 23 June 2009, 11:15 a.m., twitter.com/persiankiwi/status/2298106072.

When the source being documented forms a part of a larger whole, the larger whole can be thought as a container that holds the source. The container is crucial to the identification of the source. The title of the container is normally italicized and is followed by a comma, since the information that come next describes the container.

The container may be a book that is a collection of essays, stories, poems, or other kind of works.

It may be a **periodical** (journal, magazine, **newspaper**), which holds articles, creative writing, and so on.


[...] Or a **television series**, which is made up of episodes.


Or a **Web site**, which contains articles, postings, and almost any other sort of work.


[...] If the source carries a notation indicating that it is a version of a work released in more than one form, identify the version of your entry. Books are commonly issue in version called **editions**. A revised version of a book may be labeled **revised edition** *(second edition, etc.)*. Versions of books are sometimes given other descriptions as well.


Works in other media may also appear in versions.


[...] The source you are documenting may be part of a numbered sequence. A text too long to be printed in one book, for instance, is issued in multiple volumes, which may be numbered. If you consult **one volume of a numbered multi-volume set**, indicate the volume number.


[...] **Journal issues** are typically numbered. Some journals use both **volumes and issue numbers**. In general, the issues of a journal published in a single year compose one volume. Usually, volumes are numbered sequentially, while the numbering of issues starts over with 1 in each new volume.


[...] The **seasons of a television series** are typically numbered in sequence, as are the **episodes** in a season. Both numbers should be recorded in the works-cited list if available.


[...] The publisher is the organization primarily responsible for producing the source or making it available to the public. If two or more organizations are named in the source and they seem
equally responsible for the work, cite each of them, separating the names with a forward slash (/). But if one of the organizations had primary responsibility for the work, cite it alone. […]


[...] Films and television series are often produced and distributed by several companies performing different tasks. When documenting a work in film or television, you should generally cite the organization that had the primary overall responsibility for it.


Web sites are published by various kinds of organizations, including museums, libraries, and universities and their departments. The publisher’s name can often be found in a copyright notice at the bottom of the home page or on a page that gives information about the site.

Harris, Charles. “Teenie.” Women in Paisley Shirt behind Counter in Record Store. Teenie Harries Archive, Carnegie Museum of Art, Pittsburgh, teenie.cmoa.org/interactive/index.html#date08

[...] A blog network may be considered the publisher of the blogs it hosts.


[...] Sources – especially those published online – may be associated with more than one publication date. For instance, an article collected in a book may be accompanied by a note saying that the article appeared years earlier in a journal. A work online may have been published previously in another medium (as a book, a broadcast television program, a record album, etc.).

When a source carries more than one date, cite the date that is most meaningful or most relevant to your use of the source. For example, if you consult an article on the Web site of a news organization that also publishes its articles in print, the date of online publication may appear at the site along with the date when the article appeared in print. Since you consulted only the online version of the article, ignore the date of the print publication.


How to specify a work’s location depends on the medium of publication. In print sources a page number (preceded by p.) or a range of page numbers (preceded by pp.) specifies the location of a text in a container such as a book anthology or a periodical. […]


[...] The location of an online work is commonly indicated by its URL, or Web address.


5.4.6.4.2 In-text citations

In the EE you need to insert “a brief reference that indicates the source you consulted. The in-text citation should direct the reader unambiguously to the entry in your works-cited list for the source – and, if possible, to a passage in the source – while creating the least possible interruption in your text.

A typical in-text citation is composed of the element that comes first in the entry in the works-cited list (usually the author’s name) and a page number. The page number goes in parenthesis, which is placed, when possible, where there is a natural pause in the text. A parenthetical citation that directly follows a quotation is placed after the closing quotation mark. The other item (usually the author’s name) may appear in the text itself or, abbreviated, before the page number in the parenthesis.

According to Naomi Baron, reading is “just half of literacy. The other half is writing” (194). One might even suggest that reading in never complete without writing.

or

Reading is “just half of literacy. The other half is writing” (Baron 194).

Work cited:

[...] When a quotation, whether of prose or poetry, is so long that it is set off from the text, type a space after the concluding punctuation mark of the quotation and insert the parenthetical citation.

The forms of writing that accompany reading can fill various forms. The simplest is to make parts of a text prominent (by underlining, highlighting, or adding asterisks, lines, or squiggles). More-reflective responses are notes written in the margins or in an external location – a notebook or a computer file. (Baron 194)

All these forms or writing bear in common the reader’s desire to add to, complete, or even alter the text.

There are circumstances in which a citation like (Baron 194) doesn’t provide enough information to lead unambiguously to a specific source. If you borrow from works by more than one author with the same last name [...] eliminate ambiguity in the citation by adding the author’s first initial (or, if the initial is shared too, the full first name).
Even if cite only one author named Baron in your text, "(Baron 194)" is insufficient if more than one work appears under that author’s name in the works-cited list. In that case, include a short form of the source’s title.

Reading is "just half literacy. The other half is writing" (Baron, “Redefining” 194). One might even suggest that reading is never complete without writing.

When an entry in the works-cited list begins with the title of the work – either because the work is anonymous or because its author is the organization that published it – your in-text citation contains the title. The title may appear in the text itself or, abbreviated, before the page number in the parenthesis.

Reading at Risk: A Survey of Literary Reading in America notes that despite an apparent decline in reading during the same period, “the number of people doing creative writing – of any genre, not exclusively literary works – increased substantially between 1982 and 2002” (3).

Despite an apparent decline in reading during the same period, “the number of people doing creative writing – of any genre, not exclusively literary works – increased substantially between 1982 and 2002” (Reading 3).

Work Cited

When the source has no page numbers [...], no number should be given in a parenthetical citation. Do not count unnumbered paragraphs or other parts.

“As we read we … construct the terrain of a book” (Hollmichel), something that is more difficult when the text reflows on a screen.

For works in time-based media, such as audio and video recordings, cite the relevant time or range of times. Given the numbers of hours, minutes, and seconds as displayed in your media player, separating the numbers with colons.

Buffy’s promise that “there’s not going to be any incidents like at my old school” is obviously not one on which she can follow through (“Buffy” 00:03:16-17).

Identifying the source in your text is essential for nearly every kind of borrowing not only quotations but also facts and paraphrased ideas. (The only exception is common knowledge). The parenthetical citation for a fact or paraphrased idea should be placed as close as possible after the borrowed material, at a natural pause in your sentence, so that the flow of your argument is not disrupted.

While reading may be the core of literacy, Naomi Baron argues that literacy can be complete only when reading is accompanied by writing (194).
If you want to omit a word, part of a sentence, a sentence, or even a larger part from the original text, use three periods in square brackets “[…]” to indicate the omission.

If you want to alter a quotation, for example, by highlighting a word or a passage, indicate you alteration by [emphasis added]. If you want to explain a word in a citation add the explanation in square brackets ([explanation]).

6. Supervision of the EE

The teacher of the subject students choose for their EE is their supervisor. It is important that students maintain a good working relationship with their supervisor. They should follow his or her advice about the research to be carried out, about their writing process and the presentation of the EE.

6.1 Tasks of the Supervisor

The supervisor

- gives the student advice, guidance, and support in finding the right research question
- ensures that the chosen research question meets the requirements of the IBO and satisfies ethical standards (group 3 and 4)
- spends between 3 to 5 hours with each student reflecting the process of writing the EE
- reads and comments on the first draft of the EE (but does not edit it!)
- reads the final version of the EE to confirm its authenticity; conducts the viva voce and completes the PPPF by adding his/her report on the form
- does not!!! remind students of deadlines to meet. It is their task to turn up to the meetings scheduled.

6.2 First reflection session, interim reflection session, and viva voce

The supervisor undertakes three mandatory reflection sessions with each student they are supervising. After each reflection session the student must complete a relevant comment section of the Reflections on planning and progress form (RPPF) “and submit it to their supervisor. The supervisor must then initial and date the form and after the final reflection session, the viva voce, add their own comment.

Following the completion of all three sessions, the form will be submitted to the International Baccalaureate along with the completed extended essay. An incomplete form will impact the examiner’s ability to apply assessment criterion E (engagement) and will result in the student receiving a lower mark for this criterion. A mark of 0 is awarded for criterion E when a RPPF is not submitted, or is submitted in a language other than that of the essay.”

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

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

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

Topics of discussion that should arise during this session include:

- a review of the requirements and assessment criteria for the subject
- a review of ethical and legal implications, if applicable
- a dialogue about possible approaches and any potential problems that might arise
- a discussion of strategies for developing the student’s ideas for the essay and expanding the research so that the essay starts to take form
- probing and challenging questions that will help the student focus their thinking; this should lead to the development of the student’s working research question
- an outline of the next steps that the student should undertake in order to refine their question; this should take the form of a research and writing timeline”

“Between the first and second reflection session, students can engage in informal conversations with other people, such as subject teachers, the extended essay coordinator, the librarian or their supervisor. They must also ensure that they are progressing with their research plan.”
In preparation for the interim reflection session, “students should have:
• attempted to refine a focused and appropriate research question
• significantly deepened their research and recorded pertinent evidence, information or data in the Researcher’s reflection space
• reviewed and consolidated the methodologies they are using
• formulated arguments based on the evidence that they have collected
• added to the working bibliography for their research”

The interim session “is a continuation of the dialogue between supervisor and student in which the student must demonstrate the progress they have made in their research. They must also be able to discuss any challenges they have encountered, offer their own potential solutions and seek advice as necessary.
During this session the supervisor might discuss:
• a completed piece of sustained writing from the student in order to ensure that they understand the academic writing requirements, including referencing formats
• whether an appropriate range of sources has been accessed and how the student is critically evaluating the origin of those sources
• what the student now has to do in order to produce the full draft of their essay, and ways and means of breaking down the task into manageable steps.

By the end of the interim reflection session both student and supervisor should feel satisfied that there is:
• a clear and refined research question
• a viable argument on which to base the essay
• a sufficient range of appropriate sources
• a clear vision for the final steps in the writing process.”

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

In preparation for the final reflection session, the viva voce, supervisors “must have already read the final version of the essay, sent to them by the candidate, before this session takes place.
Students should bring the following to this session:
• extracts from their RRS that illustrate how they have grown as learners through the process of reflection
• a willingness to share their personal experience and to discuss the skills and development of conceptual understandings that they have acquired through the completion of the extended essay.”

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

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

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

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

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

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

### 6.3 Commenting on the first draft of the EE

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

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

**What supervisors can do**

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

- **Issue:** the research question is expressed differently in three places (the title page, the introduction and the conclusion).
  **Comment:** is your research question consistent through the essay, including on the title page?
- **Issue:** the essay rambles and the argument is not clear.
  **Comment:** your essay lacks clarity here. How might you make it clearer?
- **Issue:** the student has made a mistake in their calculations.
  **Comment:** check this page carefully.
- **Issue:** the student has left out a section of the essay.
  **Comment:** you are missing something here. What is it? Check the essay against the requirements.
- **Issue:** the essay places something in the appendix that should be in the body of the essay.
  **Comment:** are you sure this belongs here?
- **Issue:** the conclusion is weak.
  **Comment:** what is it that you are trying to say here? Have you included all your relevant findings? Have you looked at unanswered questions?
- **Issue:** the essay has an incomplete citation.
  **Comment:** you need to check this page for accuracy of referencing.

**What supervisors cannot do:**

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

### 6.4 Reflection on planning and progress form

Students will all be shown how to access the Reflections on planning and progress form by their supervisor. The supervisor will also make sure that each part is filled in on time as “completing the Reflections on planning and progress form (RPPF) is a requirement for the submission of the extended essay. It plays an important role in the assessment of the final essay and of the student’s engagement with the process of independent research. The following is offered as guidance for the completion and submission of the form.
[...] The maximum total word limit for the three reflections on the RPPF is 500 words. Examiners will not read or assess beyond the maximum limit. Students whose word count exceeds this will compromise the assessment of their reflection as higher order reflections are more likely to be present in the latter stages of the reflection process.

It should be noted that the RPPF must be completed in the language of the student’s extended essay submission. Please be aware that RPPFs submitted in a language other than that of the essay will be awarded 0 for this criterion. This is in keeping with article 10.3 of the general regulations stating that all components of an assessment must be submitted in the same language of registration.

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

7. Assessment of the EE

EE are marked externally. Each EE is marked on a scale from 0 to 34 points. There are different criteria in which students can gather points (see chapter 7.1 and 7.2 for more information on the assessment criteria).

- “When assessing a student’s work, in light of the IB approach to positive marking, examiners will read the level descriptors from the highest markband down until they reach a descriptor that most appropriately describes the level of the work being assessed.
- If a piece of work seems to fall between two descriptors, both descriptors will be read again and the one that more appropriately describes the student’s work will be chosen. In relation to criterion C, examiners will bear in mind the higher order skills being assessed.
- There are a number of marks available within a level; examiners will award the upper marks if the student’s work demonstrates the qualities described to a greater extent. Examiners will award the lower marks if the student’s work demonstrates the qualities described to a lesser extent.
- The highest level descriptors do not imply faultless performance and should be achievable by a student. Examiners will not hesitate to use the extremes if they are appropriate descriptions of the work being assessed.”

EE are marked as either a work of excellent standard (A), a work of good standard (B), a work of satisfactory standard (C), a work of mediocre standard (D), a work of elementary standard (E).

The EE contributes to the overall diploma score through the award of points together with TOK. Students can get a maximum of three points if they perform great in both the EE and TOK. TOK is also mark according to the mark bands described above (A,B,C,D,E). The total number of points is determined by the combination of the student’s performance levels in the EE and TOK. The following matrix explains how the number of points is determined:

<table>
<thead>
<tr>
<th>TOK/EE</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>failing condition</td>
</tr>
</tbody>
</table>
A student who fails to hand in an EE will be awarded an N for the EE, will score no point and therefore will not be awarded a diploma. The same holds true if performance in both the EE and TOK is only of an elementary standard (E). This is named a failing condition and students will not be awarded a diploma either.

### 7.1 Overview of assessment criteria

The following table gives an overview of the assessment criteria.

<table>
<thead>
<tr>
<th>Criterion A: focus and method</th>
<th>Criterion B: knowledge and understanding</th>
<th>Criterion C: critical thinking</th>
<th>Criterion D: presentation</th>
<th>Criterion E: engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Topic</td>
<td>- Context</td>
<td>- Research</td>
<td>- Structure</td>
<td>- Process</td>
</tr>
<tr>
<td>- Research question</td>
<td>- Subject-specific terminology and concepts</td>
<td>- Analysis</td>
<td>- Layout</td>
<td>- Research focus</td>
</tr>
<tr>
<td>- Methodology</td>
<td></td>
<td>- Discussion and evaluation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Marks</th>
<th>Marks</th>
<th>Marks</th>
<th>Marks</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>6</td>
<td>12</td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>

Total marks available: 34

Criteria A, B, C, and D measure the result of the EE, i.e. how good the academic standard of the EE is. Criterion E on the other hand focuses on the engagement of the student during the writing process and how well the student reflects on their own learning outcome. It is about challenges and successes in the process, the student’s ability to be flexible, to meet deadlines, follow plans, and about the student’s self-management skills. It is important to keep in mind that criterion E can make up 18 per cent of the total score of the EE!

### 7.2 Assessment criteria in detail

#### 7.2.1 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>
<th>Descriptor of strands and indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard outlined by the descriptors below.</td>
</tr>
<tr>
<td>1–2</td>
<td>The topic is communicated unclearly and incompletely.</td>
</tr>
<tr>
<td></td>
<td>- 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.</td>
</tr>
<tr>
<td></td>
<td>The research question is stated but not clearly expressed or too broad.</td>
</tr>
<tr>
<td>Level</td>
<td>Descriptor of strands and indicators</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>0</td>
<td>The work does not reach a standard outlined by the descriptors below.</td>
</tr>
<tr>
<td>1–2</td>
<td>Knowledge and understanding is limited.</td>
</tr>
</tbody>
</table>
7.2.3 Criterion C: Critical thinking

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptor of strands and indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard outlined by the descriptors below.</td>
</tr>
<tr>
<td>1–3</td>
<td>The research is limited.</td>
</tr>
<tr>
<td></td>
<td>- The research presented is limited and its application to support the argument is not clearly relevant to the research question.</td>
</tr>
<tr>
<td></td>
<td>Analysis is limited.</td>
</tr>
<tr>
<td></td>
<td>- There is limited analysis.</td>
</tr>
<tr>
<td></td>
<td>- Where there are conclusions to individual points of analysis these are limited and not consistent with the evidence.</td>
</tr>
<tr>
<td></td>
<td>Discussion/evaluation is limited.</td>
</tr>
<tr>
<td></td>
<td>- An argument is outlined but this is limited, incomplete, descriptive or narrative in nature.</td>
</tr>
<tr>
<td></td>
<td>- The construction of an argument is unclear and/or incoherent in structure hindering understanding.</td>
</tr>
<tr>
<td>Score</td>
<td>The research is adequate.</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>4–6</td>
<td>The research is adequate.</td>
</tr>
<tr>
<td></td>
<td>Analysis is adequate.</td>
</tr>
<tr>
<td></td>
<td>Discussion/evaluation is adequate.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>7–9</td>
<td>The research is good.</td>
</tr>
<tr>
<td></td>
<td>Analysis is good.</td>
</tr>
<tr>
<td></td>
<td>Discussion/evaluation is good.</td>
</tr>
<tr>
<td>10–12</td>
<td>The research is excellent.</td>
</tr>
<tr>
<td></td>
<td>Analysis is excellent.</td>
</tr>
<tr>
<td></td>
<td>Discussion/evaluation is excellent.</td>
</tr>
</tbody>
</table>
• 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.

### 7.2.4 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.

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptor of strands and indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard outlined by the descriptors below.</td>
</tr>
<tr>
<td>1–2</td>
<td>Presentation is acceptable.</td>
</tr>
<tr>
<td></td>
<td>• 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.</td>
</tr>
<tr>
<td></td>
<td>• Some layout considerations may be missing or applied incorrectly.</td>
</tr>
<tr>
<td></td>
<td>• Weaknesses in the structure and/or layout do not significantly impact the reading, understanding or evaluation of the extended essay.</td>
</tr>
<tr>
<td>3–4</td>
<td>Presentation is good.</td>
</tr>
<tr>
<td></td>
<td>• 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.</td>
</tr>
<tr>
<td></td>
<td>• Layout considerations are present and applied correctly.</td>
</tr>
<tr>
<td></td>
<td>• The structure and layout support the reading, understanding and evaluation of the extended essay.</td>
</tr>
</tbody>
</table>

### 7.2.5 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.

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptor of strands and indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>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.</td>
</tr>
<tr>
<td>1–2</td>
<td>Engagement is limited.</td>
</tr>
<tr>
<td></td>
<td>• Reflections on decision-making and planning are mostly descriptive.</td>
</tr>
<tr>
<td></td>
<td>• These reflections communicate a limited degree of personal engagement with the research focus and/or research process.</td>
</tr>
</tbody>
</table>
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.

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 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.

7.3 Assessment grade descriptors for the EE

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

Grade A

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

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

Grade B

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

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

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

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

### Grade D

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

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

### Grade E (failing condition)

Demonstrates an unclear nature of the essay; a generally unsystematic approach and resulting unfocused research question; limited engagement with limited research and sources; generally limited and only partially accurate knowledge and understanding of the topic in the wider context of the relevant discipline; ineffective connections in the application of source material and inaccuracies in the terminology and/or concepts used; a summarizing of results of research with inconsistent analysis; an attempted outline of an argument, but one that is generally descriptive in nature; and a layout that generally lacks or incorrectly applies several layout and structural elements.

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

---

### 8. Malpractice

Students need to make sure that all sources of information and ideas borrowed in their EE are approved appropriately. Students need to access the Academic Honesty Policy to make sure they know about sanctions in case of malpractice.
9. Subject-specific guidance, examples of EEs, and the RPPF

Students will get subject-specific guidance by their supervisors. Supervisors might also want to show students examples of EEs and present the RPPF to them. Moreover, in the library students will find subject-specific guidance as presented in the Extended Essay guide (first assessment 2018) by the IB organization next to examples of marked EEs and the RPPF they will have to fill in during their writing process.

10. Bibliography

*Effective citing and referencing.* International Baccalaureate Organisation, ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=g_0_malpr_sup_1408_2b_e&part=1&chapter=2.
