

Guide

Extended essay

The IB mission statement and the IB learner profile

The Diploma Programme aims to develop in students the knowledge, skills and attitudes they will need to fulfill the aims of the IB, as expressed in the organization's mission statement and the learner profile. Teaching and learning in the Diploma Programme represent the reality in daily practice of the organization's educational philosophy.

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

Attribute	Connection to extended essay
Inquirers	Through research, students demonstrate both the acquisition of skills necessary to conduct inquiry and their interest in learning.
Knowledgeable	Students acquire in-depth knowledge of their topic through exploration of current literature and/or research.
Thinkers	Students make reasoned analysis of their research topic and apply critical thinking skills in a creative way.
Communicators	Students effectively express ideas and information in an academic way.
Principled	Students exercise academic integrity in all aspects of their work, showing respect for the ideas and work of others, and caring for the welfare of subjects studied and for the environment.
Open-minded	As researchers, students will seek out and express an appropriately wide range of points of view.
Caring	By clearly demonstrating the relevance of their topic, students exhibit their personal commitment to making a difference in the lives of others.
Risk-takers	Students explore new areas or novel situations and courageously defend their positions.
Balanced	Students' understanding of the importance of intellectual development is reinforced by the research process.
Reflective	Students draw conclusions on their topic demonstrating thoughtful consideration and they have the opportunity to assess their strengths and weaknesses.

Academic integrity

READ AND T4 PAGE

The Diploma Programme prides itself on promoting high standards of academic integrity.

Academic integrity in the Diploma Programme is a set of values and behaviours informed by the attributes of the learner profile. In teaching, learning and assessment, academic integrity serves to promote personal integrity, engender respect for the integrity of others and their work, and ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.

All coursework—including work submitted for assessment—must be authentic, based on the student's individual and original ideas with the ideas and work of others fully acknowledged. Assessment tasks that require teachers to provide guidance to students or that require students to work collaboratively must be completed in full compliance with the detailed guidelines provided by the IB for the relevant subjects.

For further information on academic integrity in the IB and the Diploma Programme, please consult the IB publications:

- *Academic integrity*
- *Effective citing and referencing*
- *Diploma Programme: From principles into practice*
- "B1 General regulations: Diploma Programme" in *Diploma Programme Assessment procedures*.

Specific information regarding academic integrity as it pertains to the extended essay can be found in this guide.

Acknowledging the ideas or work of another person— minimum requirements

Coordinators, teachers and supervisors are reminded that students must acknowledge all sources used in work submitted for assessment. The following is intended as a clarification of this requirement.

Diploma Programme students submit work for assessment in a variety of media that may include audio-visual material, text, graphs, images and/or data published in print or electronic sources. If students use the work or ideas of another person, they must acknowledge the source using a standard style of referencing in a consistent manner. A student's failure to acknowledge a source will be investigated by the IB as a potential breach of regulations that may result in a penalty imposed by the IB final award committee.

The IB does not prescribe which style(s) of referencing or in-text citation should be used by students; this is left to the discretion of appropriate faculty/staff in the student's school. The wide range of subjects, response languages and the diversity of referencing styles make it impractical and restrictive to insist on particular styles. In practice, certain styles may prove most commonly used, but schools are free to choose a style that is appropriate for the subject concerned and the language in which students' work is written.

The following criteria must be applied.

- Students are expected to use a standard style and use it consistently so that credit is given to all sources used, including sources that have been paraphrased or summarized.
- When writing, students must clearly distinguish (in the body of the text) between their words and those of others by the use of quotation marks (or other method like indentation) followed by an appropriate citation that denotes an entry in the bibliography.
- Students are not expected to show faultless expertise in referencing, but are expected to demonstrate that all sources have been acknowledged.
- Students must be advised that any audio-visual material, text, graphs, images and/or data that is crucial to their work and that is not their own must also attribute the source. Again, an appropriate style of referencing/citation must be used.
- Regardless of the reference style adopted by the school for a given subject, it is expected that the minimum information given includes:
 - name of author
 - date of publication
 - title of source
 - page numbers as applicable
 - date of access (electronic sources)
 - URL.
- For the bibliography, follow the minimum requirements as summarized on the last page of the *Effective citing and referencing* document.

Examiners are required to alert the IB when minimum requirements are not met by a student, and the work is investigated accordingly.

Learning diversity and learning support requirements

Schools must ensure that equal access arrangements and reasonable adjustments are provided to students with learning support requirements in line with the IB documents:

- *Access and inclusion policy*
- *Learning diversity and inclusion in IB programmes.*

Authenticating student work

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

The *Reflections on planning and progress form* is given to the supervisor by the student, signed and dated, and it is the responsibility of the supervisor to upload this to the e-coursework system, add their comment and authenticate it before submitting it to the IB with the already uploaded essay as one portfolio. Further guidance on this is given in the section "Protocols for completing and submitting the *Reflections on planning and progress form*".

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

If the supervisor is unable to confirm the authenticity of the work this must be brought to the attention of the Diploma Programme coordinator, who in turn should refer to the *Diploma Programme Assessment procedures* for guidance. Work that is submitted but does not comply with the expectations and requirements outlined in this publication will be treated as a case of academic misconduct.

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

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

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

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

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

Supporting the extended essay

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Administrative requirements of the extended essay

The following sections outline the administrative requirements of the extended essay for:

- the school
- the Diploma Programme and/or extended essay coordinator
- the supervisor
- the student.

	Required action
School	<ul style="list-style-type: none"> • Ensure that the Diploma Programme and/or extended essay coordinator understands who can and cannot be a supervisor. • Provide organizational structures that allow for three mandatory reflection sessions with the supervisor.

	Required action
Diploma Programme/ extended essay coordinator	<ul style="list-style-type: none"> • Ensure that extended essays conform to the regulations outlined in the <i>Diploma Programme Assessment procedures</i>. • Ensure that students select the subject for their extended essays from the list of available subjects for the May or November session in question (in the <i>Diploma Programme Assessment procedures</i>) before choosing a topic. • Ensure that each student has an appropriately qualified supervisor, who is a member of staff within the school. • Introduce, explain and support the reflection process. • Provide supervisors and students with the general and subject-specific information and guidelines for the extended essay contained in this guide and the accompanying teacher support material. • Ensure that the <i>Reflections on planning and progress form</i> (RPPF) is completed and signed by the student and supervisor and submitted to the IB with the essay for assessment under criterion E by the deadline stated in the <i>Diploma Programme Assessment procedures</i>. • Provide exemplars of extended essays to supervisors and students.

	Required action
	<ul style="list-style-type: none"> • Ensure that supervisors and students are familiar with the IB documents <i>Academic integrity</i> and <i>Effective citing and referencing</i>. • Explain to students the importance of the extended essay in the overall context of the Diploma Programme, including the requirement to achieve a D grade or higher in order to be awarded the Diploma. • Explain to students that they will be expected to spend up to 40 hours on their extended essay.

	Required action
Supervisor	<ul style="list-style-type: none"> • Undertake three mandatory reflection sessions with the student. > • Ensure that students complete the <i>Reflections on planning and progress form</i>, and initial and date the form after each entry by the student. • Provide a supervisory comment, which is used to contextualize the student's reflections.

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	Required action
Student	<ul style="list-style-type: none"> • Choose a subject from the available extended essay list. See Diploma Programme coordinator or extended essay coordinator for details. • Ensure that the starting point for your essay is a subject that is available, or in the case of the world studies extended essay, an issue of global, contemporary significance within one of the six world studies themes. • Observe the regulations with regard to the extended essay, including the IB's <i>ethical guidelines</i>. • Read and understand the subject-specific requirements for the subject in which you intend to complete your extended essay, including the interpretation of the assessment criteria. • Meet all internal deadlines set by your school in relation to the extended essay. • Understand concepts related to academic integrity, including plagiarism and collusion, for example, and ensure that you have acknowledged all sources of information and ideas in a consistent manner. This also includes understanding the implications of "B1 General regulations: Diploma Programme" in the <i>Diploma Programme Assessment procedures</i> should there be a breach of these. • Attend three mandatory reflection sessions with your supervisor, the last of which is the <i>viva voce</i>. • Record your reflections on the <i>Reflections on planning and progress form</i> for submission as part of the assessment of criterion E (engagement).

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The supervisor

The supervisor–student working relationship is probably the most important one in the extended essay process. The supervisor must be a suitably qualified member of staff at the school in which the student is registered.

The supervisor plays an important role in helping students to plan and undertake their research for the extended essay. The relationship should be an active two-way process with the supervisor primarily there to support and guide the student, during the supervision and reflection sessions, at the planning stage, and when the student is carrying out and writing up their research. This is done through the supervision process, including the three mandatory reflection sessions and the completion of the *Reflections on planning and progress form*.

It is the responsibility of the supervisor to ensure that students are familiar with the requirements of the extended essay. Supervisors and students must discuss:

- the nature of the extended essay
- their chosen subject, topic and research question
- the most appropriate research methods to be used given the subject for which the student is submitting their essay
- the formal requirements for the completion of the task.

Students should be encouraged to initiate discussions with their supervisor to obtain advice and information and the role of the supervisor should be explained to them so that there is a shared understanding of expectations and responsibilities. Supervisors must ensure that they understand the important role they play in supporting students in this process. However, if a student could not have completed the work without substantial support from their supervisor, this should be reported to the Diploma Programme/extended essay coordinator, who in turn must record the details on the appropriate form. Additionally, if the student has received substantial support from a teacher but has not declared this, then this too must be recorded in the summative comment made by the supervisor on the *Reflections on planning and progress form*. If academic misconduct is suspected, supervisors must report this to the Diploma Programme/extended essay coordinator initially.

Supervisors are **required** to:

- undertake three mandatory reflection sessions with each student they are supervising
- initial and date each reflection summarized on the *Reflections on planning and progress form* and provide comments at the end of the process. If the form and essay are submitted via the eCoursework system, then it is deemed signed and authenticated. An RPPF that is blank, unsubmitted, or written in a language other than that of the essay, will be awarded a 0 for criterion E.
- provide students with advice and guidance in the skills of undertaking research

- encourage and support students throughout the research and writing of the extended essay
- discuss the choice of topic with each student and, in particular, help to formulate a well-focused research question which is suitable to the subject of registration and ensure that the chosen research question satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues
- is familiar with the regulations governing the extended essay and the assessment criteria, and gives copies of these to students
- monitor the progress of the extended essay to offer guidance and to ensure that the essay is the student's own work (this may include presenting a section of the essay for supervisor comment)
- read and comment on one draft only of the extended essay (but do **not** edit the draft); this should take place after the interim reflection session, but before the final reflection session, the *viva voce*
- ensure that the final version of the essay is handed in before the final reflection session (*viva voce*) takes place, and that no changes are made to it subsequently
- read the final version and, in conjunction with the *viva voce*, confirm its authenticity.

The student may work with or consult external experts in a particular area of specialism but it remains the responsibility of the supervisor within the school to complete all the requirements described above. See the section on the role of external mentors.



Supervisors are **strongly** recommended to:

- read recent extended essay reports for the subject
- spend between three and five hours with each student, including the time spent on the three mandatory reflection sessions
- encourage the development of a Researcher's reflection space for students
- set a clear schedule for the reflection sessions
- ensure that the chosen research question is appropriate for the subject
- advise students on:
 - access to appropriate resources (such as people, a library, a laboratory)
 - research methods
 - how to cite and reference.

The following resources might be helpful in supporting the supervision and reflection process:

Pedagogical support for the EE

Quick glance: the role of the supervisor

Do: 	Do not: 
ensure you feel prepared to undertake the role of the supervisor	overlook the role or give it insufficient time

help students to arrive at a focused research question which is feasible within the scope of the task, time available, and the student's ability	use the reflections or check-in sessions to address key skills such as research methodology and referencing; instead, speak to your Diploma Programme/extended essay coordinator about more effective cohort-wide provision.
emphasize the importance of the reflection sessions as supported by a detailed Researcher's reflection space	
ensure that students are given copies of relevant publications available on the programme resource centre, such as policies, exemplars and subject reports	
ensure you are fully familiar with both the assessment requirements of the subject you are supervising as detailed in the relevant chapter of the <i>Extended essay guide</i> , as well as the generic requirements	
monitor the progress of the students and encourage them to develop skills relevant to their research and writing	
comment fully on one draft of the extended essay within the parameters permitted	
ensure adequate availability to students for check-in and reflection sessions.	

The student



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

Students are **strongly** recommended to:

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

- make sure that the version they submit for assessment is the final version with all sources correctly and consistently referenced
- ensure that all requirements are met.

Quick glance: the role of the student

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

Important note on the role of external mentors

Ideally, students should carry out the research for the essay solely under the direction of a school supervisor and within the school. However, in circumstances where the school deems it appropriate, students may undertake their research at an institute or university under the guidance of an external mentor. This must be with the agreement of the school, and the external mentor must be provided with a letter outlining the nature of the extended essay and clear instructions about the level of guidance that is permitted. Schools are responsible for ensuring that these external mentors are aware of the limits of their role in providing this service. It is important to note that if this is the case the student **must** be allocated a supervisor within the school and undertake his or her reflection sessions with this person. Only a supervisor within the school is permitted to complete the reflection process for the extended essay with the student and provide both signature and comments on the *Reflections on planning and progress form* (RPPF). The nature of these comments may be informed by the external mentor but **must not** be provided by them. For further clarification please see the accompanying teacher support material.

The letter, which must be electronically signed by the external mentor, must be inserted in the appendix of the essay as part of the document file rather than as a separate document. If a student has had an external mentor, this signed letter is an important part of the authentication of the essay.

As the extended essay is an independent task and a formal assessment component, students must not receive assistance with any aspect of the research, writing or proofreading of the extended essay beyond that which is permitted through their supervisor. If a supervisor suspects that the extended essay submitted for assessment by a student could not have been completed without assistance they are required to bring this to the attention of the Diploma Programme/extended essay coordinator, who in turn must inform the IB. This may then be investigated as a possible case of academic misconduct.

Role of external mentor when there is no internal member of staff who can engage with the target language.

When an external mentor is utilized because there is no internal member of staff who can engage with the target language he/she is able to comment on one full draft and conduct the reflection sessions as per the usual rules for a supervisor. Once completed these need to be uploaded and have authenticity attested to by an internal member of staff, who should be working with the external supervisor. As the reflections need to be conducted in the language of registration, then the external mentor in this situation would also need to be responsible for the comments on the RPPF after the candidate has entered theirs.

Overview of the extended essay

The extended essay at a glance

READ AND T4 PAGE

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

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

Key features of the extended essay

- The extended essay is compulsory for all students taking the Diploma Programme and is an option for course students.
- 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.
- When choosing a subject for the extended essay, students must consult the list of available Diploma Programme subjects published in the *Diploma Programme Assessment procedures* for the session in question.
- 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.

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Prior learning

The extended essay is a unique task for all students, both those who are studying for the full IB diploma and course students who choose it as an option. While no particular background is formally required to undertake the extended essay, students are strongly recommended to carry out research in a subject area they are currently studying in the Diploma Programme to ensure that they have sufficient subject knowledge to complete the task. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] A familiarity with research methods would be an advantage; however, when students begin the extended essay, part of the process is to develop an understanding of the methodology most appropriate for the research area within the chosen subject. Developing this understanding will be undertaken with the support and guidance of their supervisor, Diploma Programme and/or extended essay coordinator and librarian.

The nature of the extended essay

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

Students complete an extended essay in a specific discipline [REDACTED]

[REDACTED] In a disciplinary essay students must demonstrate their knowledge and understanding of the theories, tools and techniques of a specific discipline explored through a topic of their choice. [REDACTED]

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

Embedded within the process of writing the extended essay are many elements of the *approaches to learning* (ATL). While research skills are fundamental to successful completion, other ATL skills are implicit in the task. As the extended essay is an independent task, it requires students to self-manage by developing organization and affective skills, including mindfulness, perseverance, resilience and self-motivation. The process of researching and writing the extended essay represents the learner profile in action. Being open-minded, principled and reflective are aspects of the student experience within the extended essay. The extended essay provides students with the opportunity to become more internationally minded by engaging with the local and global communities on topics of personal inquiry. The development of the learner profile attributes help to unify IB learners in a larger community in this shared experience.

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

Engaging with sensitive topics

Undertaking an extended essay provides students an opportunity to engage with interesting, stimulating and personally relevant topics and issues. However, it should be noted that often such topics and issues can also be sensitive and personally challenging. Diploma Programme and/or extended essay coordinators and supervisors should be aware of this and provide guidance to students on how to approach and engage with such topics and issues in a responsible manner. The IB's ethical guidelines should be consulted.

Policies relevant to the extended essay

All students undertaking an extended essay must be aware of and read the relevant policies related to ethical guidelines for carrying out research and those relating to academic integrity. Additionally, students must ensure that they follow the policies related to specific subject areas, such as in the sciences, psychology, [REDACTED]. In the sciences, this refers specifically to the animal experimentation policy, and in psychology and social and cultural anthropology it refers to ethical guidelines for undertaking research.

Aims

The aims of the extended essay are for students to:

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

Assessment objectives

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In working on the extended essay, students are expected to achieve the following assessment objectives.

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

Writing the extended essay

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

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

Six required elements of the extended essay:

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

Title page

The title page should include **only** the following information:

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

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

An important note:

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

The title

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

Title	Research question
Negative externalities of consumption: Australian policy on cigarette packaging	How effective has the Australian policy of plain cigarette packaging been in reducing the negative

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

Contents page

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

Introduction

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

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

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

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

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

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

Conclusion

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

References and bibliography

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

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

Presentation

****READ AND T4 PAGE****

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

To help achieve this, the following formatting is suggested.

- font, font size and spacing conducive to on-screen marking
- page numbering
- no candidate, supervisor, or school name on the title page, page headers, appendices or acknowledgment pages
- the file size must not be more than 10 MB. (Note that the RPPF is uploaded separately and is **not** part of the overall file size of the essay.)

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

Title page

The title page should include the:

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



Word counts

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

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

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

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

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

Please refer to the document entitled *Assessment principles and practices—Quality assessments in a digital age* for further clarification of word count requirements.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

A note about acknowledgments and dedications:

An acknowledgment/dedications page may be included in the EE if this is important to the student, but it must contain no “identifiers”, for example, people should not be detailed in any way that makes the student’s school identifiable. An acknowledgment/dedications page is not a formal requirement of the EE, so it does not contribute to either the word count or assessment.

Illustrations

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

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

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

Tables

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

Headers

Students may wish to use the header function for their research question, so that it appears on each page. This may help retain focus.

Footnotes and endnotes

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

One appropriate use of footnotes is for the placement of the original quotation (where the original quotation is in a language other than the language of registration). This use of footnotes would not need to be included in the word count.

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

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

Appendices

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

- an exemplar of a questionnaire or interview questions
- an exemplar of permission letters
- group 1, category 1 essays: copies of poems or short stories (of less than three pages)

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

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

Reliance on external resources

Irrespective of the subject, the extended essay should be a complete piece of independent research, modelled on an academic journal/research paper, which can exist and be understood on its own, without the need to access external links, such as hyperlinks, or accompanying material such as DVDs.

Examiners will not access any material contained in an external source when assessing an essay. Material that is pertinent to the argument being made must be contained in the essay itself to be considered by examiners in their assessment of it.

As with appendices, if information central to the argument is included in the external link, it is treated as though the point has not been made and as such could affect different criteria, for example, criterion C (critical thinking), depending on the quality of the other analyses.

Specimen materials

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

A note on topic, title and research question

It is important that students understand the distinction between the terms **topic**, **title** and **research question**.

- The **topic** of the extended essay is the subject, issue or theme that you are investigating within a specific DP subject [REDACTED]. The topic, which develops during the initial thinking about the EE, should later be reflected in the wording of the title.
- The **title** of the EE is a clear, summative statement that specifically focuses the topic being researched. It appears on the title page. A title should:
 - be short, descriptive and succinct
 - not be phrased as a question
 - use key words that connect with the topic and the DP subject or world studies area of study
 - attract the interest of the reader.
- The **research question** derives from the title and is expressed as a question that is intended to be answered through researching and writing the EE. It appears on the title page and could also be visible as a header throughout the essay. It should:
 - be clear and focused
 - provide a path through which you can undertake achievable research
 - use key words that connect with the topic, the title, and the DP subject or world studies area of study
 - support the development of an argument.

Developing a 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 centred 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.

Sometimes students may need to revise their research question; therefore, a research question should always be considered provisional until they have enough research data to make a reasoned argument.

Supervisors should note that unfortunately the IB is unable to comment on the suitability of individual research questions. This is because the development of an appropriate research question forms part of the assessment. Should supervisors require support or advice with regard to possible research questions, they can access extended essay discussions in the Programme Communities via My IB.

Five steps to developing a research question

****READ ONLY****

Choose a subject and topic that is of interest.

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

Carry out preliminary reading.

After deciding on a topic of interest students should undertake some general reading around the issue.

Questions they must consider at this stage are:

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

Consider the emerging questions.

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

Evaluate the question.

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

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

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

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

Consider research outcomes.

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

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

Sample research questions

****READ ONLY****

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

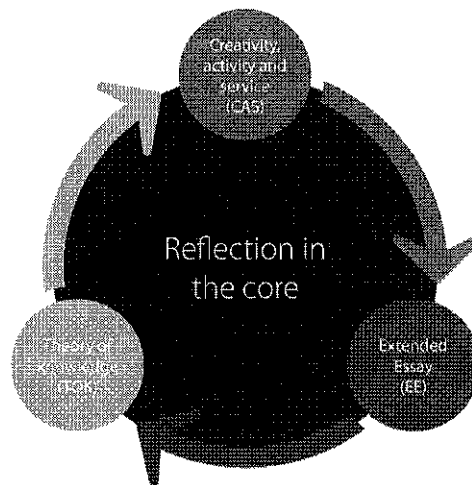
Unclear, unfocused and unarguable research questions	Clear, focused, narrow research questions lending themselves to in-depth research
What was the impact of Ho Chi Minh's allegiance to Lenin?	To what extent was nationalism the guiding factor in Ho Chi Minh's adoption of Leninism in 1920?
What is the history of Chinese theatre?	How does the legacy of Mei Lan Fang contribute to modern Jingju?
How important is chlorophyll to plant life?	What is the effect of different concentrations of kinetin on leaves aging and the biosynthesis of chlorophyll?
How can the US government's spending policy be reformed?	To what extent did the rising COE prices affect the demand for new and used cars by the consumer population and hence affect the revenue generated by the Singaporean economy for the period 2012–16?

An important note:

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

Reflection in the core

Being reflective is one attribute of the IB learner profile: "We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development."



Reflection in CAS:

****READ ONLY****



- Reflection is central to building a deep and rich experience of CAS. Students explore their own actions and reflect on their personal growth.
- The emphasis in CAS is on **affective** reflection, characterized by reflecting on attitudes, feelings, values, principles, motivation, emotions and self-development.
- Students will be encouraged to informally reflect on their CAS experiences throughout the CAS programme, but are required to reflect formally when developing a CAS portfolio.

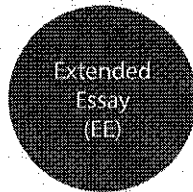
Reflection in TOK:



- TOK is about reflecting on the nature of knowledge. Students are encouraged to reflect on how knowledge is constructed as well as the commonalities and differences in their subject areas.
- The emphasis in TOK is on **critical** reflection, characterized by reflecting on metacognition, evaluation, justification, arguments, claims and counterclaims, underlying assumptions and different perspectives.
- Students will be encouraged to informally reflect on their engagement with knowledge throughout the course, but are required to reflect formally as part of the TOK essay and the TOK presentation.

****READ ONLY****

Reflection in the extended essay:



- Reflection in the extended essay focuses on the student's progress during the planning, research and writing process. It is intended to help students with the development of their extended essay as well as allowing them the opportunity to consider the effectiveness of their choices, to re-examine their ideas and to decide whether changes are needed.
- The emphasis in the extended essay is on **process** reflection, characterized by reflecting on conceptual understandings, decision-making, engagement with data, the research process, time management, methodology, successes and challenges, and the appropriateness of sources.
- Students will be encouraged to informally reflect throughout the experience of researching and writing the extended essay, but are required to reflect formally during the reflection sessions with their supervisor and when completing the Reflections on planning and progress form.

****READ AND T4****

Reflection in the extended essay

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

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

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

These skills may include:

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

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

Researcher's reflection space

****READ ONLY****

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.

The nature of the RRS

Use of the RRS is strongly recommended as it will allow the student to more clearly articulate and understand their decision-making process. It supports learning, thinking, critical analysis and evaluation, and contributes not only to the development of a successful extended essay but also to skills and competencies for pathways beyond the Diploma Programme.

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

- record their reflections
- respond to artefacts, such as photos, newspaper clippings, twitter feeds, blogs, and so on
- respond to prompts and questions that may arise in the students' subject areas, TOK classes or other aspects of the Diploma Programme
- create MindMaps[®];
- record emerging questions.

The idea of the RRS is not new and many students already keep research journals in the planning, researching and writing phases of their work on the extended essay. Encouraging students to develop a RRS will provide benefits in terms of the management of their workload and focus on their extended essay.

The role of the RRS

Created by students to support their engagement in the planning and decision-making process, the RRS helps to develop critical and evaluative thinking skills. It is also a planning tool that helps to scaffold the development of approaches to learning skills and conceptual understandings that occur throughout the research process. Additionally, the RRS tracks the evolution of thought as it relates to the development of an argument. It helps the student to personally connect to the topic and may motivate them in

meaningful ways to successfully complete the extended essay. Finally, supervisors will be able to more effectively authenticate the student voice in that the RRS links directly to elements that will eventually be found in the essay itself. The RRS is intended to make the entire supervision process more meaningful.

Insights and information recorded in the RRS are expected to form the basis for and find direct expression in the essay, reflection sessions and *Reflections on planning and progress form*. Students are expected to share excerpts from the RRS in discussions with their supervisor. Using these reflections as a point of reference in their supervision sessions, students will be able to:

- demonstrate their planning
- discuss what they are learning
- evaluate their progress.

The student–supervisor relationship

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

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

Distinguishing between a supervision session and a reflection session

To support students through the process of undertaking independent research they must be allocated an appropriate supervisor.

Check-in sessions

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

Formal reflection sessions

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

Supporting the mandatory reflection sessions

There are three mandatory reflection sessions that are a formal part of the extended essay and should be recorded on the *Reflections on planning and progress form*. Following each session, students are required to complete the relevant comment section on the form 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. For more information on the protocols for completing and submitting the *Reflections on planning and progress form* please refer to the section "Protocols on completing and submitting the *Reflections on planning and progress form*".

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.

Reflection sessions

The following sections provide guidance with regard to preparing for and undertaking the three mandatory reflection sessions.

- Preparation for the first reflection session
- First formal reflection session
- Preparation for the interim reflection session
- The interim reflection session
- Accommodating a change of direction
- Commenting on a draft version of the extended essay
- Submission requirements
- Preparation for the final reflection session (*viva voce*)
- Final reflection session (*viva voce*)

Preparation for the first reflection session

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

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

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

First formal reflection session

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

Topics of discussion that should arise during this session include:

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

Tip

Following this first session, the student is required to complete the first student comment section of the *Reflections on planning and progress form* and submit it to their supervisor who must then initial and date the form. Please refer to the section "Protocols for completing and submitting the *Reflections on planning and progress form*" for more information.

Preparation for the interim reflection session

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

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

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

The interim reflection session

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

During this session the supervisor might discuss:

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

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

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

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

Tip

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

Accommodating a change of direction

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

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

Commenting on a draft version of the extended essay

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

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



What supervisors can do

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

- **Issue:** the research question is expressed differently in three places (the title page, the introduction and the conclusion).

Comment: is your research question consistent through the essay, including on the title page?

- **Issue:** the essay rambles and the argument is not clear.

Comment: your essay lacks clarity here. How might you make it clearer?

- **Issue:** the student has made a mistake in their calculations.

Comment: check this page carefully.

- **Issue:** the student has left out a section of the essay.

Comment: you are missing something here. What is it? Check the essay against the requirements.

- **Issue:** the essay places something in the appendix that should be in the body of the essay.

Comment: are you sure this belongs here?

- **Issue:** the conclusion is weak.

Comment: what is it that you are trying to say here? Have you included all your relevant findings? Have you looked at unanswered questions?

- **Issue:** the essay has an incomplete citation.

Comment: you need to check this page for accuracy of referencing.



What supervisors cannot do:

- Correct spelling and punctuation.
- Correct experimental work or mathematics.

- Re-write any of the essay.
- Indicate where whole sections of the essay would be better placed.
- Proofread the essay for errors.
- Correct bibliographies or citations.

Tip

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

Submission requirements

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

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

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

Students should bring the following to this session:

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

Tip

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

Final reflection session (*viva voce*)

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

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

The *viva voce* is:

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

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

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

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

- Unless there are particular problems, the *viva voce* should begin and end positively. Completion of a major piece of work such as the extended essay is a great achievement for students.

Tip

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

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

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

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

Diploma Programme/extended essay coordinators, with the support of their school leadership team, must determine a system for the administration of the RPPF that ensures that both students and supervisors have access to it in order to complete the required summative comments. This system also needs to ensure the integrity of the form.

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

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

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

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



The following steps are offered as guidance:

Academic integrity

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

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

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

For further information, see *Academic integrity* and *Effective citing and referencing*.

Bibliography

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

Citations

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

Referencing

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

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

There are a number of different styles available for use when writing research papers; most are appropriate in some academic disciplines but not others. The supervisor or school librarian should help the student decide on a style for the particular subject of the essay. It is important to remember that

whatever style is chosen, it must be applied consistently and in line with the IB's minimum requirements. When choosing the style, the student needs to have a clear understanding of how it is to be used before embarking on the research task. The style should be applied in both the final draft of the essay and in the initial research stages of taking notes. This is good practice, not only for producing a high-quality final product, but also for reducing the opportunities and temptation to plagiarize.

The IB's minimum requirements are summarized in the document entitled *Effective citing and referencing*.

Referencing sources not in the language of submission

An extended essay can use sources in languages other than that of submission where appropriate. In these situations, the IB advises that the sources be used as necessary, and that

1. When referred to in the body of the extended essay as a quotation, the translation is given and the original quotation is placed as a footnote.
2. When a source is acknowledged in the bibliography, it should be referenced in its original language. Where there is no official published translation, the student should write a brief summary alongside the source in the language of submission of a) the title, b) name of the author, c) the focus of the work and d) any other relevant details. This way, the examiner can assess the relevance and suitability of the source as required.
3. The translation of the text should be done by the student if there is no official translation. The supervisor should help ensure as best as possible that the translation is accurate and representative of the original text. If the student finds the translation task beyond their capabilities, then it is advisable not to include that source in his/her research. In selecting sources, the nature of the subject in question needs to be considered—for example, in a language acquisition essay, it is vital that students work mostly with authentic materials in the target language.

Referencing online materials

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

Accessing sources: technology literacy—using electronic sources

Using the internet as a resource for finding information is more and more commonplace, and it is a tremendous resource. However, it must be used critically and with care. One important thing to be aware of is that unlike resources found in a library in printed form, those found on the internet may not have been through a review or editing process.